

Grammar Revision
Notes
for
Hong Kong
Primary 5 Students

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To fully maximize the benefits of this book, I recommend establishing a consistent reading routine. Set a goal to read several pages every day, gradually progressing through the chapters, and aim to finish the entire book within a week. If you come across difficult subjects or points that you don't understand or need further elaboration, don't hesitate to ask your teacher or parents for clarification.

It's important to continue this pattern in the following weeks to promote sustained learning and growth.

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Adjective

An adjective is a word that describes or modifies a noun or pronoun. It is a word to tell the noun or pronoun about its quality, state, characteristics, size, colour, and so on.

I. Adjective and Noun

Adjectives are usually placed **before** the noun they describe.

Adjective	Noun	Example
big	country	China is a big country.
Chinese	food	Although he is a British, he likes Chinese food.
enough	vegetables	We must eat enough vegetables every day to have a healthy body.
environmental	problems	The government will use 150 billion dollars to deal with environmental problems.
friendly	smile	We were greeted with friendly smiles.
good	students	They are good students.
happy	boy	David is a happy boy.
leather	shoes	I've bought some leather shoes.
long	hair	She has long hair.
much	knowledge	We can get much knowledge by surfing the Internet.
new	illness	Covid was a new illness in 2019.
nice	guitar	My brother just bought a very nice guitar.
red	hat	Mum just loves her red hat.
round	ball	A football is a round ball.
stressful	job	A doctor has a stressful job.
sunny	weather	I like sunny weather very much.
venomous	snake	A venomous snake is dangerous.

II. Verb and Adjective

A. Verb be (am/is/are/was/were)

The adjective can come **after** verb 'be':

- I **am** thirsty.

- He **is** clever.
- She **is** sad
- It **is** dangerous.
- They **are** young.
- You **are** hungry.
- That man **is** mean.
- The girls **are** pretty.

B. Verbs associated with the senses with adjectives

We use adjective **after** the verbs *feel, sound, taste, smell, look, seem*, for example:

- I **feel** terrible today.
- She didn't **sound** Chinese. (... because she was born in the US)
- The milk **tastes** funny. (funny = strange)
- The dishes **smell** good.
- You **look** fabulous today.
- He **seems** unhappy.

III. Adjectives with +ed and +ing

Adjectives ending in +ed are used to say how people feel about someone or something. They are commonly used to describe emotions, physical sensations, and human experiences, for example:

- I was **excited** on my first day at school.
- I don't like this exercise. I'm **exhausted**.
- The man is **frightened** by the spider.

Adjectives ending in +ing are used to talk about how someone or something makes people feel. They are often used to describe things, activities, and situations, for example:

- My first day at school was **exciting**.
- I enjoy this exercise although it's often **exhausting**.
- The spider is **frightening** the man.

Distinguishing ‘+ed adjectives’ with ‘+ing adjectives’

Adjective	Example	Explanation
bored vs boring	I'm bored with my job.	The adjective ‘bored’ is used to describe <u>the speaker’s personal feeling</u> . It highlights the speaker’s emotional response to the job, rather than the job itself. It suggests that the speaker is experiencing a lack of satisfaction in his current work.
	My job is boring .	The adjective ‘boring’ is used to describe <u>the job itself</u> . It suggests that the nature of the job is uninteresting or dull. It indicates that the job lacks excitement or stimulation.
exhausted vs exhausting	I don’t like this exercise. I’m exhausted .	The adjective ‘exhausted’ describes the <u>speaker’s state or feeling</u> , indicating that he feels very tired or drained. The speaker’s exhaustion could be a result of the exercise.
	I enjoy this exercise although it’s often exhausting .	The adjective ‘exhausting’ describes <u>the exercise itself</u> , indicating that it requires a lot of energy and effort. The focus is on the speaker’s positive attitude towards the exercise, recognizing its challenging nature but still finding it enjoyable.

Below are a few more examples:

+ed	+ing
Julia is very interested in Mathematics. (It emphasizes Julia’s personal interest in Maths.)	Julia thinks Mathematics is very interesting . (It emphasizes Julia’s perception of Maths as interesting without explicitly stating her personal involvement.)
Everybody was surprised that he passed the examination. (It emphasizes the collective surprise and reaction of the people.)	It was quite surprising that he passed the examination. (It focuses on the surprising nature of the event itself.)

I was disappointed with the film. I expected it to be much better. (It emphasizes the speaker's personal disappointment)	The film was disappointing . I expected it to be much better. (It focuses on the film being disappointing)
We are excited to see the film stars. (It emphasizes our personal feeling.)	The movie is very exciting . (It focuses on the movie itself.)

IV. Measurement + Adjectives

Adjectives assist us in precisely describing dimensions and time, enabling effective communication in various contexts. Below are some examples:

Adjective	Dimension/Time	Example
long	5 hours	We've just finished a five-hour-long ¹ meeting.
short	20 centimetres	The skirt is <i>20 centimetres</i> too short for the dress code.
wide	55 inches	My Television has a 55-inch-wide screen.
high	100 stories	Our company has just rented a flat in a hundred-story-high building.
deep	12 metres	He has built a twelve-metre-deep pool in his house.
narrow	1 foot	The hallway in this old building is <i>one foot</i> narrow .
early	3 hours	She woke up <i>3 hours</i> early to catch the plane
late	1 hour	Because of the traffic jam, he arrived <i>one hour</i> late .
slow	20 minutes	I'm late because my watch is <i>20 minutes</i> slow .
old	20 years	My family has a twenty-year-old car.

¹ This is a compound adjective.

V. Comparative and Superlative Adjectives

1. **Comparative adjectives** are used to compare *two* things or people. There are different rules for forming comparatives depending on the ending of the simple form of the adjective.

Grammar Rules	Adjective	Comparative
Most adjectives are formed by adding ‘-er’ to the end of a one or two syllable adjective	light cheap strong	lighter cheaper stronger
If the adjective ends in ‘-e’ just an ‘-r’ is added	close nice late	closer nicer later
For some adjectives ending in ‘-y’, the ‘-y’ is removed and ‘-ier’ added	early noisy dirty	earlier noisier dirtier
For single-syllable adjectives ending consonant-vowel-consonant, the final letter is doubled and ‘-er’ added	big hot thin	bigger hotter thinner

When comparing two things or people that are not equal, we use the following pattern:

Subject + verb + **comparative adjective** + *than* + rest of sentence

Subject	Verb ‘be’	Comparative Adjective	than	Rest of Sentence
My car	is	faster	than	your car.
Her sister’s dog	is	bigger	than	mine.
The MTR stations	are	busier	than	usual during rush hours.
History	is	simpler	than	Maths.

Comparatives with long adjectives

For some two-syllable adjectives and adjectives with three syllables or more, ‘more’ and ‘than’ are used to make the comparative. For example:

- This book is **more interesting than** that book.

‘More’ can be replaced by ‘less’ to give the opposite meaning.

- Peter is **less** intelligent **than** Mary.

Irregular Comparatives

Some adjectives have irregular comparative.

Adjective	Comparative	Example
bad	worse	Tianjin has worse weather than Hong Kong.
far	farther	The house is farther away than the tree.
good	better	Peter got a better grade than John.
little	less	Grandpa has less money than grandma.
many	more	She has more books than he does.
much	more	He has more money than she does.
old	elder	She is ten years elder than her husband.
well	better	After staying in the hospital, he feels better than he did two days ago.

2. **Superlative adjectives** are used to compare *three or more* things or people. It describes which thing is the most extreme. The definite article (‘the’) is always used before the superlative.

There are different rules for forming superlatives depending on the ending of the simple form of the adjective.

Grammar Rules	Adjective	Superlative
Most adjectives are formed by adding ‘-est’ to the end of a one or two syllable adjective	cheap light strong	cheap est light est strong est
If the adjective ends in ‘-e’ just an ‘-st’ is added	close late nice	close est late est nice est
For some adjectives ending in ‘-y’, the ‘-y’ is removed and ‘-iest’ added	dirty early noisy	dirty iest early iest noisy iest
For single-syllable adjectives ending consonant-vowel-consonant, the final letter is doubled and ‘-est’ added	big hot thin	big gest hot test thin nest

When comparing three or more things or people, we use the following pattern:

Subject + verb + <i>the</i> + superlative adjective + rest of sentence

Subject	Verb	<i>the</i>	Superlative adjective	Rest of sentence
John	is	the	strongest	of all the students in our class
We	had	the	hottest	summer last year.
You	are	the	laziest	student I've never seen.
Miss Chan	is	the	nicest	teacher in this school.

Superlatives with long adjectives

For some two-syllable adjectives and adjectives with three syllables or more, 'the most' or 'the least' before the adjective to form the superlative. For example:

- This is **the most** interesting book I have ever read.
- One of **the most** mysterious things is pyramids.
- This is **the least** expensive dish on the menu.
- This armchair is **the least** comfortable chair in this room.

Irregular Superlatives

Some adjectives have irregular superlative.

Adjective	Superlative	Example
bad	worst	I was the worst at drawing in my art class.
far	farthest	I lived the farthest from school of all my classmates.
good	best	School days are the best days of your life.
little	least	It was the people with the least money who give most generously.
many	most	Who do you think will get the most votes.
much	most	Among all of them, he has the most money.
old	eldest	She is the eldest in this building.
well	best	That's the best movie that I've ever seen.

The following sentences demonstrate the use of comparative and superlative adjectives to describe different qualities:

Describing	Adjective	Comparative	Superlative
speed	fast	John runs faster <i>than</i> his brother.	Usain Bolt is <i>the</i> fastest runner in the world.
quality	good	This restaurant is better <i>than</i> the one we went to last week.	This is <i>the</i> best pizza I've ever tasted.
weight	heavy	The box I'm carrying is heavier <i>than</i> the one you have.	The elephant is <i>the</i> heaviest land animal on Earth.
height	high	Mount Everest is higher <i>than</i> any other mountain in the world.	Mount Everest is <i>the</i> highest peak in the world.
popularity	popular	The new movie is more popular <i>than</i> the previous one.	The Beatles were one of <i>the</i> most popular bands of all time.
falling intensity	tall	Sally is taller <i>than</i> Mary.	Giraffe is <i>the</i> tallest animal in the world.
age	young	My sister is younger <i>than</i> me.	Mozart was one of <i>the</i> youngest composers in history.

Opposite Adjectives

Opposite adjectives are formed by using prefixes such as 'un-', 'in-/im-/ir-' and 'dis-'. These prefixes change the meaning of the original word to convey the opposite or negation of its usual meaning.

Prefix	Adjective	Opposite Adjective	Meaning	Example
un-	aware	unaware	lacking knowledge or consciousness about something	She was completely unaware of the whole affairs.
	believable	unbelievable	something that is difficult or	The cold was unbelievable .

			impossible to believe or accept	
	comfortable	uncomfortable	someone or something experiences physical or psychological discomfort ² .	I couldn't sleep because the bed was so uncomfortable .
	happy	unhappy	a feeling of sadness, discontent, or dissatisfaction.	Alice was unhappy because she failed in the exam.
	healthy	unhealthy	someone or something not conducive to good physical or mental well-being	He looks smart because he seldom takes unhealthy food.
	helpful	unhelpful	someone or something that fails to provide assistance, support, or aid when it is needed or requested	The taxi-driver was being very helpful .
	usual	unusual	something that is not common	She has a very unusual name.
im-	patient	impatient	a characteristic or state of being restless, eager for immediate results, or lacking tolerance for delays or obstacles	An impatient driver behind me sounded his horn.
	polite	impolite	a behaviour or actions that are rude, lacking in courtesy, or displaying a lack of	Some people think it is impolite to ask someone's age.

² 'discomfort' is a noun. It's wrong to use 'discomfortable' as an adjective.

			consideration for others	
	possible	impossible	something that cannot be done, achieved, or accomplished due to being beyond the limits of possibility or feasibility	I found it impossible to lie for my father.
in-	complete	incomplete	something that is lacking or unfinished, often missing necessary or expected components	The report you submitted was incomplete because it was missing several critical sections.
	convenient	inconvenient	something that causes difficulty, trouble, or disruption, often by creating an unfavourable or burdensome situation	That's most inconvenient for me. I'm working that weekend.
	correct	incorrect	something that is not accurate, true, or in accordance with the correct information or expected standards	His version of what happened is incorrect .
ir-	relevant	irrelevant	something that is not related or applicable to the matter at hand, lacking relevance or significance	Whether I believe you or not is irrelevant now.
	responsible	irresponsible	a behaviour or actions that demonstrate a lack	It would be irresponsible to ignore the situation.

			of accountability, care, or consideration for the potential consequences or duties involved	
dis-	advantage	disadvantage	a situation or condition that places someone or something in an unfavourable position or hinders their success or progress	One major disadvantage of this district is the lack of MTR.
	honest	dishonest	a behaviour or actions that involve deceit, falsehood, or a lack of integrity	Beware of dishonest salespersons in the tourist area.

The suffix ‘-less’ is the most common suffix used to form opposite adjectives.

Suffix	Adjective	Opposite Adjective	Meaning	Example
-less	care	careless	a behaviour or actions that lack carefulness, often resulting in mistakes or accidents	Don’t be so careless about spelling.
	help	helpless	a state of powerlessness or inability to cope with a situation or solve a problem independently	The poor old woman lay helpless on the floor.

Adverb

Adverbs are a type of word that modifies or provides additional information about verbs, adjectives, or other adverbs.

Adverbs of frequency

Adverbs of frequency are words that describe *how often* something happens. They are commonly used with **present simple tense verbs** to talk about habits or routines.

Here are some common adverbs of frequency:


- **Always:** 100% of the time
- **Usually:** 90-99% of the time
- **Often:** 50-89% of the time
- **Sometimes:** 10-49% of the time
- **Seldom:** less than 10% of the time
- **Never:** 0% of the time

How to form

Adverbs of frequency usually go between the subject and the main verb. The time phrase usually goes at the end of the sentence.

Subject + Adverb of Frequency + Activity + Time Phrase

How often do you play basketball?

Subject	Adverb of frequency	Activity	Time phrase	Activity that happens	
I	always	play basketball	on Sunday.	= 100% of the time	
	usually			= 90-99% of the time	
	often			= 50-89% of the time	
	sometimes			= 10-49% of the time	
	seldom			= less than 10% of the time	
	never			= 0% of the time	

Comparison Between Adverbs of Frequency

1. Always vs Often

- He is **always** late.
- He **often** arrives late.

Always and often are two adverbs of frequency that are often confused. The choice of '**always**' versus '**often**' depends on the verb being used and the frequency or regularity of the action being described.

	ALWAYS	OFTEN
Frequency	It means that something happens 100% of the time.	It means that something happens <i>more than half of the time</i> , but not necessarily all the time.
	<ul style="list-style-type: none"> There is always somebody at home in the evening. 	<ul style="list-style-type: none"> People are often afraid of things they don't understand.
Emphasis	It is used to emphasize the <i>regularity</i> or <i>consistency</i> of an action.	It is used to emphasize the speaker's <i>high frequency</i> , but <i>not necessarily every time</i> .
	<ul style="list-style-type: none"> She is always criticizing me. 	<ul style="list-style-type: none"> How often do you go to church?
Position in a sentence	It usually comes <i>before</i> the main verb in a sentence, while	It can come <i>before or after</i> the main verb.
	<ul style="list-style-type: none"> I always take a shower in the morning. 	<ul style="list-style-type: none"> I often take a shower in the morning. I take a shower often.
Context	The meaning of always and often can depend on the context in which they are used.	
	<ul style="list-style-type: none"> I always forget my keys. (= I forget my keys <i>every time</i>.) 	<ul style="list-style-type: none"> I often forget my keys. (= I forget my keys <i>frequently, but not necessarily every time</i>.)
Stative Verb vs Action Verb	<i>Stative verbs</i> are often used with adverbs of frequency like ' always ' to <i>describe habits or routines</i> .	<i>Action verbs</i> are often used with adverbs of frequency like ' often ' to <i>describe how frequently the action is performed</i> .
	<ul style="list-style-type: none"> I always have lessons on Thursday. 	<ul style="list-style-type: none"> I often go to church on Sunday.

2. Always vs Usually

The *difference* between 'always' and 'usually' is *the degree of frequency or regularity* that they imply.

	ALWAYS	USUALLY
Frequency	It implies 100% frequency or regularity.	It implies a high frequency or regularity, but <i>not necessarily every time</i> .
	<ul style="list-style-type: none"> Always lock your door before you leave your house. 	<ul style="list-style-type: none"> I usually sleep at 10 pm.
Occasion	It means that something happens all the time, without exception.	It means that something happens most of the time, but not necessarily all the time.
	<ul style="list-style-type: none"> I always brush my teeth before going to bed. 	<ul style="list-style-type: none"> I usually eat breakfast at home.

3. Often vs Usually

Both ‘often’ and ‘usually’ convey how frequently an action or event occurs. ‘Often’ suggests a relatively **high** frequency without a strict pattern, while ‘usually’ implies a **higher** level of regularity or conformity to a customary occurrence.

	OFTEN	USUALLY
Usage	<ul style="list-style-type: none"> This adverb indicates a <i>high</i> frequency or regularity of an action. It suggests that something happens more frequently than usual BUT does <i>not imply a fixed pattern</i>. 	<ul style="list-style-type: none"> This adverb implies a typical or customary occurrence. It suggests a <i>higher</i> level of regularity or predictability compared to ‘often’. It implies that something happens ACCORDING TO a <i>general pattern</i>.
Examples	<ul style="list-style-type: none"> I often go to the gym in the evening. 	<ul style="list-style-type: none"> She usually arrives at work before 9 a.m.
	<ul style="list-style-type: none"> He often forgets to lock the door. 	<ul style="list-style-type: none"> I usually have milk for breakfast.
	<ul style="list-style-type: none"> We should meet for lunch more often. 	<ul style="list-style-type: none"> She usually goes away once a year.

Adverbs of Manner

Adverbs of manner specifically describe the way or manner in which an action is performed. They answer the question ‘how’ or ‘in what manner’ someone does an action.

I. -ly

Adverbs of manner are formed by adding ‘-ly’ to the adjective. If the adjective ends in ‘-y’, the ‘y’ is left out and ‘-ily’ is added to make the adverb.

Most adjectives	Add ‘-ly’	soft → softly
		polite → politely
Adjectives that end in ‘y’	Drop the ‘-y’ and add ‘-ily’	easy → easily
		happy → happily

Examples

- The girls answered all the questions **correctly**.
- She writes **neatly**.
- He drove **carelessly**.
- The traffic is moving **slowly**.
- The plane landed **safely**.
- Katy plays the piano **skilfully**.
- Please speak **clearly**.

- They waved goodbye **sadly**.
- David sings **happily**.
- The children walked **quickly** into the classroom.

Placement of Adverbs of Manner

Adverbs of manner are typically placed after the verb they modify. They can also be placed before the verb or at the beginning or end of a sentence for emphasis.

Examples:

- She *sings* **beautifully**. (After the verb)
- He **carefully** *painted* the artwork. (Before the verb)
- **Quickly**, he solved the puzzle. (At the beginning of the sentence)
- They danced all night **happily**. (At the end of the sentence)

II. Irregular Adverbs of Manner

Some adverbs aren't formed by adding '-ly' to the adjective.

- The adverb is *totally different* from the adjective:
 - The kids all behaved **well**. (good → well)
- The adverb is *the same as* the adjective:
 - He walks **fast**
 - You must work **hard**.
 - She sings pretty **good**.
 - The job didn't last **long**.
 - I'm doing **fine**.
- Adjectives ending '-ly' don't change to become adverbs:
 - I woke up **early** this morning.

III. Adverbial phrases

Adverbial phrases can also function as adverbs of manner. These phrases provide information about the manner or way in which an action is performed.

Examples:

- Da Ming is behaving **like a baby**.
- Please speak **in a clear voice**.
- She writes **in a very grown-up manner**.
- You can buy these books **more cheaply** in Amazon.
- They sell everything **at a very low price**.
- David sings **like a professional singer**.
- She handled the fragile vase **with great care**.
- He ran to catch the bus **in a hurry**.

- They participated in the game **with enthusiasm**.
- She spoke to the upset customer **in a calm manner**.
- He completed the challenging task **with great effort**.

Adverbs of Contrast

An adverb of contrast indicates a choice or substitution and suggests that something is being done or should be done in place of something else. It introduces an alternative or contrasting idea to what was previously mentioned.

Below are some examples:

- **However**, I still managed to complete the project on time.
- **Nevertheless**, she persisted in pursuing her dreams.
- **Instead**, let's go for a walk instead of watching a movie.

Certain adverbial phrases can also function as adverbs of contrast. For example:

- **On the other hand**, he prefers reading over watching television.
- **On the contrary**, I believe it's a fantastic idea.

These phrases introduce a contrasting idea or perspective to what has been previously mentioned.

Adverbs of Degree

Adverbs of degree modify adjectives, verbs, or other adverbs to indicate the intensity, extent, or degree of an action or quality.

Adverb	Explanation	Example	Comparison
quite	It suggests a moderate degree of the adjective.	These boys are quite naughty.	'Quite' indicates a moderate degree of naughtiness. It suggests that the boys are fairly naughty but not excessively so. The intensity is less than 'very' or 'so'.
so	It emphasizes the degree or intensity of an action or quality.	These boys are so naughty.	'So' intensifies the degree of naughtiness. It indicates that the boys are extremely naughty. It emphasizes the high level of naughtiness.
too	This word says that something is more than we want or need.	These boys are too naughty.	The use of 'too' suggests that the level of naughtiness of the boys exceeds what is acceptable or desirable. It implies that their behaviour is beyond an acceptable limit.
very	It is a simple and commonly used word to	These boys are very naughty.	'Very' also intensifies the degree of naughtiness but to a slightly lesser extent than 'so'.

	intensify an adjective.		It implies that the boys are considerably naughty, but the intensity may not be as extreme as with 'so'.
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Adverbs of Quantity

1. So Much, So Many

'So much' and 'so many' are typically used to express degree.

- 'So' is used as an adverb of quantity. It emphasizes the high amount or large number of something. It acts as a modifier for the noun 'much' or 'many' to indicate a significant or considerable quantity or number.
- 'Much' is used with *uncountable* nouns, and 'many' is used with *countable* nouns.

	Example	Explanation
so much	There is so much water in the bottle.	This phrase is used with <i>uncountable nouns</i> and indicates a large <i>amount of water</i> and <i>talent</i> respectively.
	She has so much talent as a singer.	
so many	There are so many books on the shelf.	This phrase is used with <i>plural countable nouns</i> and indicates a large <i>number of books</i> and <i>options</i> respectively.
	I admire that you have so many options to choose.	

2. Distinguish 'too much, too many' with 'so much, so many'

'Too much, too many' are used to indicate an *excessive* amount of something. 'So much, so many' are used to indicate a *positive or neutral* perception of the quantity.

		Example	Emphasis
much	too	I ate too much dessert and now I feel sick.	It indicates an excessive amount of dessert.
	so	I enjoyed the party so much !	It expresses a high level of enjoyment.
many	too	There are too many assignments to complete in such a short time.	It highlights an overwhelming number of assignments.
	so	There were so many people at the concert.	It highlights a large number of audiences.

Gerund

Gerunds are verbs that are used as nouns. They are formed by adding ‘-ing’ to the base form of the verb.

I. After like, hate, love, enjoy, keep

- I like **swimming**.
- I hate **playing** football.
- My grandma loves **knitting**.
- My mum enjoys **cooking**.
- The baby kept **crying** all night.

II. After go and do

- My sister goes **shopping** every weekend.
- My father goes **jogging** every morning.
- Do you like to go **hiking** with us this Sunday?
- After dinner, shall we go **dancing**?
- We have to do **gardening** this Saturday.

III. After a preposition

- She is good **at playing** the piano.
- I am tired **of arguing** with them.
- This knife is used **for cutting** meat.

IV. As the subject of a sentence

Subject	Verb	Rest of Sentence
Doing sports	is	healthy.
Playing table-tennis	is	my hobby.

V. To modify the subject of a sentence

Subordinate Clause	Main Clause		
	Subject	Verb	Rest of sentence
Although prohibited from the ball,	the poor girl	received	help, eventually winning ¹ the prince's heart.

¹ It modifies the subject, the poor girl

Infinitive

Infinitive is the simplest form of the verb. There are two types of infinitive, which is the base form of a verb.

- **“To-infinitive”** – The infinitive is formed with ‘to’ plus the verb.
- **“Infinitive without to”** – The infinitive is formed without ‘to’. This is known as the bare infinitive.

I. To-infinitives

Infinitives with ‘to’ are used after certain verbs that expresses the purpose of doing something or describe someone’s intention to do an activity. They may also be used after adjectives and nouns.

Usage	Example	Explanation
After verbs expressing purpose or intention	I <i>went</i> to the supermarket to buy groceries.	The infinitive ‘to buy’ expresses the purpose behind going to the supermarket.
	The chef <i>refused</i> to tell the customers the secret recipe for his famous dish.	The infinitive ‘to tell’ expresses the chef’s intention.
	I <i>learnt</i> to swim when I was ten years old.	The infinitive ‘to swim’ expresses the purpose.
	Mum <i>meant</i> to call Ms Leung, but she was too busy to do it.	The infinitive ‘to call’ expresses Mum’s intention.
	My father <i>asked</i> her to go shopping.	The infinitive ‘to go’ expresses father’s intention.
	I often <i>use</i> a dictionary to do composition.	The infinitive ‘to do’ expresses the purpose.
After the following verbs: want, need, have, would like	I <i>need</i> to finish my assignment.	The infinitive ‘to finish’ follows the verb ‘need’ to express the desired action.
	My sister <i>wanted</i> to travel to different places.	The infinitive ‘to travel’ follows the verb ‘wanted’ to express her intention.

	You don't <i>have</i> to come here.	The infinitive 'to come' follows the verb 'have' to express the speaker's intention.
	I <i>would like</i> to have a cup of tea after meal.	The infinitive 'to have' follows the phrasal verb 'would like' to express my intention.
After adjectives	He is <i>happy</i> to help you.	The infinitive 'to help' follows the adjective 'happy' and indicates the action that brings happiness.
	We are <i>excited</i> to see the film stars.	The infinitive 'to see' follows the adjective "excited" and shows their feeling.
After nouns	I have a <i>desire</i> to study in the UK.	The infinitive 'to study' follows the noun 'desire' and expresses the action desired.
	She has a <i>plan</i> to start her own business.	The infinitive 'to start' follows the noun 'plan' and expresses the purpose.
After certain expressions	<i>It's important</i> to exercise regularly.	The infinitive 'to exercise' follows the expression 'it's important' and signifies the necessary action.
	<i>It's time</i> to have lunch. Let's go.	The infinitive 'to have' follows the expression 'it's time' and signifies the recommended action.

II. Infinitives without 'to'

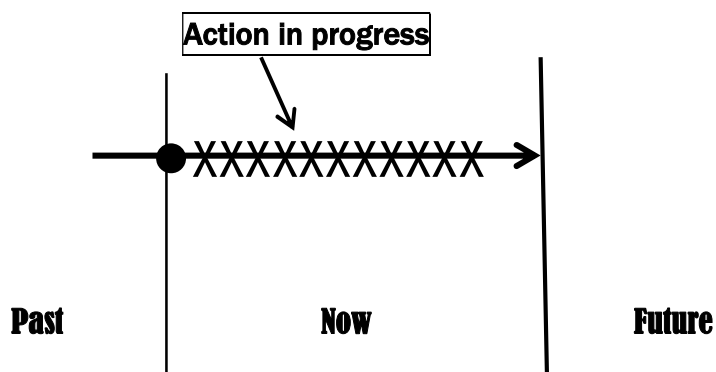
Infinitives without 'to' are known as bare infinitives or zero infinitives. They are used in specific cases such as with modal auxiliary verbs, perception and causative verbs.

Usage	Example	Explanation
After modal verbs (can, could, may, might, shall, should, will, would, must)	I can <i>run</i> fast.	The bare infinitive 'run' follows the modal verb 'can' and indicates the speaker's ability to run fast.
	He could <i>do</i> it now, if you like.	The bare infinitive 'do' follows the modal verb 'could' and shows the speaker is possible to do something right now.
	You may <i>come</i> if you wish.	The bare infinitive 'come' follows the modal verb 'may' and states the speaker's permission to come.
	You might <i>try</i> calling the customer relationship manager.	The bare infinitive 'try' follows the modal verb 'might' and indicates a polite suggestion.
	Candidates shall <i>remain</i> in their seats until all the papers are collected.	The bare infinitive 'remain' follows the modal verb 'shall' and shows an order or instruction.
	You should <i>eat</i> healthier.	The bare infinitive 'eat' follows the modal verb 'should' and indicates a suggestion.
	She will <i>listen</i> to music, alone in her room, for hours.	The bare infinitive 'listen' follows the modal verb 'will' and talks about the speaker's habits.
	I would <i>love</i> a coffee.	The bare infinitive 'love' follows the modal verb 'would' and indicates what the speaker likes.
	You must <i>attend</i> class in time.	The bare infinitive 'attend' follows the modal verb 'must' and indicates an obligation.
After perception	I saw him <i>run</i> across the street.	The bare infinitive 'run' follows the perception verb 'saw' and describes the action observed.

verbs (see, hear, watch, feel)	My sister heard a bird <i>sing</i> beautifully.	The bare infinitive ‘sing’ follows the perception verb ‘heard’ and describes the event.
	The cats watch us <i>prepare</i> their food at lunchtime.	The bare infinitive ‘prepare’ follows the perception verb ‘watch’ and describes the event.
	I could feel his heart <i>beat</i> .	The bare infinitive ‘beat’ follows the perception verb ‘feel’ and describes the action noticed.
After causative verbs (make, let)	They made me <i>apologize</i> for my mistake.	The bare infinitive ‘apologize’ follows the causative verb ‘made’ and shows the action someone is compelled to do.
	My parents let me <i>plan</i> my study schedule.	The bare infinitive ‘plan’ follows the causative verb ‘let’ to talk about the activity.

Present Continuous Tense

The present continuous tense, also known as the present progressive tense, is used to describe actions that are happening at the present moment or around the current time.



FORMATION

The present continuous tense is formed by using auxiliary verb 'be' (*am/is/are*) in the present tense, followed by the present participle (*-ing* form) of the action verb.

Affirmative

Subject + am/is/are + verb (-ing)

I	am	singing.
You We They My parents Alan and John	are	
He She It The bird	is	

Negative

Subject + am/is/are + not + verb (-ing)

I	am not (ain't)	singing.
You We They My parents Alan and John	are not (aren't)	
He She It The bird	is not (isn't)	

Question (Yes/No Answer)

Am/Is/Are + subject + verb (-ing)

<u>Question</u>			<u>Answer</u>	
Am	I	singing?	Yes, I'm.	No, I'm not.
Are	you		Yes, I'm.	No, I'm not.
	we		Yes, we're.	No, we aren't.
	they		Yes, they're.	No, they aren't.
	my parents		Yes, they're.	No, they aren't.
	Alan and John		Yes, they're.	No, they aren't.
Is	he		Yes, he's.	No, he isn't.
	she		Yes, she's.	No, she isn't.
	it		Yes, it's.	No, it isn't.
	the bird		Yes, it's.	No, it isn't.

Question Words (Q & A)

Question word + am/is/are + subject + verb (-ing)?
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<u>Question Word</u>	<u>Question</u>	<u>Answer</u>
What	What are you doing?	I am studying for my upcoming exam.
When	When are they arriving?	They are arriving at 5 p.m.
Where	Where is she going?	She is going to the supermarket to buy groceries.
Why	Why are they laughing?	They are laughing because of a funny joke.
Who	Who is he talking to?	He is talking to his sister on the phone.
Which	Which book are you reading?	I am reading 'Pride and Prejudice' by Jane Austen.
Whose	Whose paper are you reviewing?	I am reviewing Stephenie's paper.
How	How are you feeling?	I am feeling tired after a long day.
How much	How much money are they planning to spend on the trip?	They are planning to spend \$5,000 on the trip.
How many	How many cookies are you baking for the party?	I am baking a dozen cookies for the party.
How long	How long are they staying in the hotel?	They are staying in the hotel for five days.
How often	How often are you going to the gym?	I am going to the gym three times a week.

When to use Present Continuous Tense

<u>Usage</u>	<u>Explanation</u>	<u>Sentence</u>
Actions happening now	To describe actions that are taking place at the present moment.	My mum is cooking dinner now.

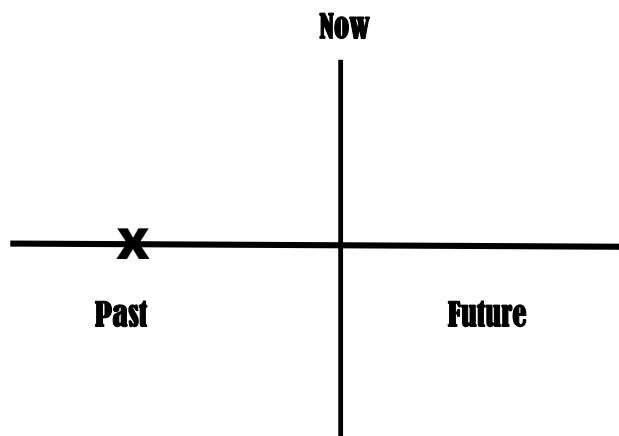
Temporary actions	To talk about temporary actions or events that are in progress	They are staying with us until next week.
Future plans or arrangements	To express future plans or arrangements.	We are going to meet at 12 noon tomorrow.
Annoyance or complaint	To express annoyance or complaint about an ongoing action.	They are constantly making noise upstairs.

Time Words and Expressions

<u>Time Words</u>	<u>Explanation</u>	<u>Example</u>
Now	Indicates that the action is happening at the present moment.	I am studying now for my exam.
At the moment	Indicates that the action is happening currently.	She is working on a project at the moment .
Currently	Indicates that the action is happening now or during a specific period.	They are currently living in New York.
Right now	Emphasizes that the action is happening immediately.	He is leaving for the airport right now .
Nowadays	Refers to actions happening in the present time or current period.	People are using smartphones extensively nowadays .
These days	Refers to actions happening in the current period of time.	I am taking online courses these days .
In progress	Indicates that the action is ongoing or currently happening.	The construction is working in progress .

Past Simple Tense

The Past Simple Tense is used to describe **completed** actions, **past** habits, **past** facts, and narrating **past** events. It talks about things or actions that were happened **in the past** and **completely finished** right now.



FORMATION

a. Past Simple Tense with auxiliary verb 'did'

Affirmative

Subject + past tense form of the verb + rest of sentence.

Subject	Verb	Rest of Sentence
I / You/ We/ They/ He / She / It/ My grandma/ Alan and John	lived	in Hong Kong.

Negative

Subject + did not + base form of the verb + rest of sentence.

Subject	Verb	Rest of Sentence
I /You / We/ They/ He/ She/ It/ My grandma / Alan and John	did not	live in Hong Kong.

Question (Yes/No Answer)

Did + subject + base form of the verb + rest of sentence?

Question			Answer	
Did	I	live in Hong Kong?	Yes, I did.	No, I didn't.
	you		Yes, I did.	No, I didn't.
	we		Yes, we did.	No, we didn't.
	they		Yes, they did.	No, they didn't.
	he		Yes, he did.	No, he didn't.
	she		Yes, she did.	No, she didn't.
	it		Yes, it did.	No, it didn't.
	your grandma		Yes, she did.	No, she didn't.
	Alan and John		Yes, they did.	No, they didn't.

Question Words (Q & A)

Question word + did + subject + base form of the verb + rest of sentence?

Question Word	Question	Answer
What	What did your mother have for dinner yesterday?	She had chicken, fish and vegetable for dinner yesterday.
Where	Where did your father work before he retired one year ago?	My father worked in a pharmacy before he retired one year ago.
When	When did your father come back home yesterday?	He came back home at 11pm yesterday.
Why	Why did your mother sleep so late last night?	My mother slept late because she had a lot of work to do last night.
Who	Who did your sister often play with when she was young?	She often played with me when she was young.
Which	Which movie did you watch this summer vacation	I watched "The Strong Man with White Clothes" this summer vacation.
How	How did you make such a pizza so delicious?	I used a lot of ingredients with eggs, cheese, hams and sausages.

How much	How much did you buy that shirt?	I bought that shirt at \$300.
How often	How often did you exercise when studying in London?	I exercised three times a week when I studied in London.
How many	How many students did you have in your class last term?	I had 30 students in my class last term.
How long	How long did you take to come here?	I took about one hour to come here.

b. Past Simple Tense with 'Be' (was/were)

Affirmative

1 st person and 3 rd Person Singular	I / He / She / It / John / My father /	was	hungry.
2 nd Person Singular	You	were	

Negative

1 st and 3 rd Person Singular	I / He / She / It / John / My father	was not (wasn't)	hungry
2 nd Person Singular	You	were not (weren't)	

Interrogative

i. Yes/No Answer

Question			Answer	
Was	I	happy?	Yes, I was.	No, I wasn't.
Were	you		Yes, you were ¹ .	No, you weren't.
	we		Yes, we were.	No, we weren't.
	they		Yes, they were.	No, they weren't.
	my parents		Yes, they were.	No, they weren't.
	John and Mary		Yes, they were.	No, they weren't.
Was	he		Yes, he's,	No, he wasn't.

¹ There is no contraction for "you were".

	she		Yes, she's.	No, she wasn't.
	it		Yes, it's.	No, it wasn't.
	my mother		Yes, she's.	No, she wasn't.

ii. **Question Words (Q & A)**

Question Word	Question	Answer
What	What <i>was</i> the weather like yesterday?	It <i>was</i> sunny and warm yesterday.
Where	Where <i>were</i> you last night?	I <i>was</i> at a friend's birthday party.
When	When <i>were</i> you born?	I <i>was</i> born on June 6, 1996.
Why	Why <i>were</i> they upset?	They <i>were</i> upset because they missed their flight.
Who	Who <i>was</i> your favourite teacher in Primary 4?	My favourite teacher in Primary 4 <i>was</i> Ms. Chan.
Which	Which movie <i>was</i> your favourite when you <i>were</i> a child?	My favourite movie when I <i>was</i> a child <i>was</i> 'The Lion King'.
How	How <i>was</i> your trip to Europe?	It <i>was</i> amazing! I visited many beautiful cities.
How much	How much <i>was</i> the ticket for the concert?	The ticket for the concert <i>was</i> \$580.
How many	How many people <i>were</i> at the party?	There <i>were</i> around 50 people at the party.
How high	How high <i>was</i> Mount Everest when it <i>was</i> first measured?	When Mount Everest <i>was</i> first measured in 1856, its height <i>was</i> calculated to be approximately 29,002 feet.
How tall	How tall <i>was</i> the tallest building in your city 50 years ago?	The tallest building in my city 50 years ago <i>was</i> 528 metres tall.

How far	How far <i>was</i> the distance between the two cities?	The distance between the two cities <i>was</i> approximately 200 miles.
How heavy	How heavy <i>was</i> the weightlifting bar?	The weightlifting bar <i>was</i> 20 kilograms.
How long	How long <i>were</i> you on vacation?	I <i>was</i> on vacation for two weeks.

c. **Key Differences between ‘BE’ (was/were) and ‘DID’**

- The verb ‘be’ (was/were) is used to indicate a state, condition, or existence in the past.
- The auxiliary verb ‘did’ is the past tense form of the auxiliary verb ‘do’. It is used to form questions and negative statements in the Past Simple Tense.

Verb ‘was/were’	To indicate a state, condition, or existence in the past.	Affirmative	They were at the movies last night.
		Negative	He was not in the office yesterday.
		Interrogative	Were they present in the management meeting?
Auxiliary verb ‘did’	To form questions and negative statements in the Past Simple Tense.	Negative	I didn’t see him at the party.
		Interrogative	Did you finish your homework?

WHEN TO USE PAST SIMPLE TENSE

Nature	Explanation	Sentence
Completed Actions	To describe actions or events that occurred and were completed in the past	I passed the HKDSE last year.
Past Habits or Routines	To express past habits or routines that are no longer true .	She used to take a walk after dinner.

Past Facts or Generalizations	To state facts or generalizations about the past.	The Roman Empire fell in the 5th century.
Narrating Past Events	To tell story or narrate past events.	He scored the winning goal in the championship game.

TIME WORDS AND EXPRESSIONS

Time Word	Explanation	Example
ago	Indicating a time that has passed before the present moment.	They moved to the city two years ago .
in 2005 /1990 / any specific year	Denoting a particular year in the past.	My son graduated from college in 2020 .
In the old days	Describing a time in the past, often emphasizing a nostalgic or historical context.	In the old days , people relied on handwritten letters for communication.
in the past	Generally referring to a time period that is no longer the present.	People used to communicate through letters in the past .
last week / month /year	Indicating a specific week, month, or year in the past.	We went on vacation last week .
on Monday / Tuesday / any specific day	Identifying a specific day of the week.	They visited the museum on Tuesday .
once	Referring to a single occurrence in the past.	I once travelled to Japan.
previously/formerly	Expressing that something happened before a specified time or event.	He was previously a teacher.
When I was young	Indicating a time in the speaker's past, typically during childhood or an earlier period.	When I was young , I used to play soccer.
yesterday	Referring to the day before today.	I met Joseph yesterday .

USED TO

‘Used to’ is a phrasal verb that is used to express past habits, states, or actions that occurred regularly but **no longer continue in the present**.

STRUCTURE

A. Affirmative

- Subject + used to + base form of the verb + rest of sentence.

- Example:

- I **used to** play tennis every weekend.

B. Negative

- Subject + did not (didn't) + use to + base form of the verb + rest of sentence.

- Example:

- She didn't **use to** eat spicy food.

OR

- Subject + used not to + base form of the verb + rest of sentence

- Example:

- She **used not to** eat spicy food.

C. Interrogative

a. Yes or No Questions

- Did + subject + use to + base form of the verb + rest of sentence?

- Example:

A: **Did** you **use to** live in New York?

B: No, I didn't.

b. Question Words

- Question word + subject + did + use to + base form of the verb + ... ?

- Example:

A: What sort of things **did** you **use to** do as a child?

B: I **used to** play Chinese chess as a child.

USAGE OF 'USED TO'

Usage	Explanation	Example
Past Habits	It describes habits that were <i>regular</i> occurrences in the past but have ceased .	I used to walk to school when I was young.
Past States or Conditions	It expresses past states, conditions, or situations that no longer exist .	They used to be neighbours, but now they live in different cities.
Contrast with Present	It highlights something that was true but is not true anymore .	She used to hate broccoli, but now she enjoys eating it.

PRESENT PERFECT TENSE vs PAST SIMPLE TENSE

It is important to choose between the present perfect tense and the Past Simple Tense when describing past events.

I. Using Past Simple Tense for Finished Action: Only Past Event Not the Present

When we want to talk about a finished action that happened in the past and has NO connection to the present, we typically use the Past Simple Tense. The examples below describe events that happened at a specific time in the past and **are not relevant to the present**.

- I *saw* a movie **yesterday**.
- She *went* to the gym **this morning**.
- They *ate* pizza for dinner **last night**.
- **Shakespeare** never *travelled* in Africa.
- **Who** *built* Edinburgh Castle?
- A: **When** did you come to Hong Kong?
B: I **came** to Hong Kong in 2020.
- A: Who **did** you **inform** immediately after the accident occurred?
B: I **informed** the head teacher immediately after the accident occurred.

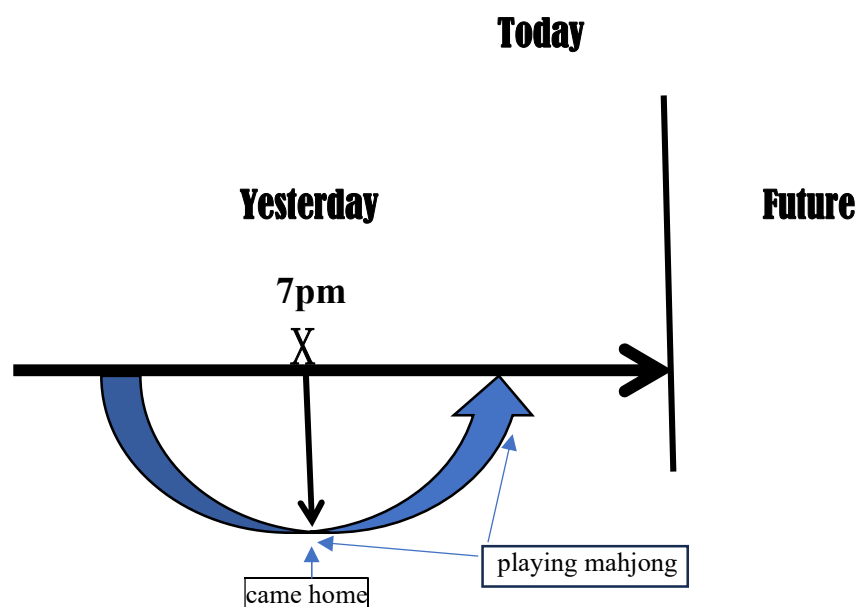
II. Using Present Perfect Tense for Not Yet Finished Action: Past Event Up to Now

When we want to talk about a past action that is still ongoing or has a connection to the present, we typically use the present perfect tense. The examples below describe events that started in the past but are still relevant to the present, or have an impact on the present. They suggest that the action started in the past and has continued up to the present or is still ongoing.

- I *have studied* English **for two years**.
- She *has lived* in Hong Kong **since 1997**.
- They *have worked* on this project **all week**.
- A: How long *have you lived* in Hong Kong?
B: I *have lived* in Hong Kong **since 2020**.
- A: How long *have you been* an educator?
B: I *have been* an educator **for 20 years**.

Past Continuous Tense

The past continuous tense, also known as the past progressive tense, is used to describe an ongoing action or event that was happening in the past. It emphasizes the duration or progress of the action.



‘Past Continuous Tense’ is often used in conjunction with the ‘Past Simple Tense’ in sentences, for example:

- Yesterday, *when* he **came** home at 7pm, his wife **was playing** mahjong.

Formation

The ‘Past Continuous Tense’ is formed by combining the past tense of the auxiliary verb ‘be’ with the present participle (*-ing*). The first person and third person singulars use ‘was’, while the others use ‘were’.

Below are the affirmative, negative, and interrogative (questions) forms of the ‘Past Continuous Tense’:

Affirmative

Subject + was/were + verb (*-ing*) + rest of sentence

Subject		Be	Present Participle	Rest of Sentence
1 st person & 3 rd person singular	I, He, She, It, Peter, My father	was	watching	TV.
2 nd person & plurals	You, We, They, John & Mary	were	working	hard.

Negative

Subject + was/were + not + verb (-ing) + Rest of Sentence

Subject		Be		Present Participle	Rest of Sentence
1 st person & 3 rd person singular	I, He, She, It, Peter, My father	was	not	listening	music.
2 nd person & plurals	You, We, They, John and Mary	were		joking.	

Question (Yes and No answer)

Was/Were + subject + verb (-ing) + rest of sentence?

Question				Answer	
Be	Subject	Present Participle	Rest of Sentence	Affirmative	Negative
Was	I, he, she, it	being	silly?	Yes, he was being silly.	No, he wasn't being silly.
Were	you, we, they	playing	football?	Yes, we were playing football.	No, we weren't playing football.

Question Words (Q & A)

Question word + was/were + subject + verb (-ing) + rest of sentence?

Question Word	Question	Answer
What	What were you doing at 8pm last night?	I was playing Chinese chess at 8pm last night.
When	When were they arriving at the airport? ¹	They were arriving at the airport around noon. ²
Where	Where were they going when you saw them?	They were going to the park when I saw them.
Why	Why were they laughing during the meeting?	They were laughing during the meeting because of a funny joke.
Who	Who was she talking to on the phone?	She was talking to her best friend on the phone.
Which	Which song were they singing at the karaoke bar?	They were singing their favourite song.
How	How were they feeling after the game?	They were feeling exhausted but happy.

¹ If the question is "When did they arrive at the airport?", the answer would be "They arrived at the airport at 12 noon." This answer provides a specific point in time when the action of arrival was completed.

² This answer aligns with the ongoing nature of the action described in the question.

How much	How much money were they spending on their vacation?	They were spending a lot of money on accommodations and activities.
How many	How many people were attending the meeting yesterday?	There were about fifty people attending the meeting yesterday.
How long	How long were you waiting at the bus stop?	I was waiting at the bus stop for about 20 minutes.
How often	How often were they practising their dance routine?	They were practising their dance routine every day for two hours.

WHEN TO USE PAST CONTINUOUS TENSE

The 'Past Continuous Tense' is used to describe ongoing actions or events that were happening at a specific point in the past. It emphasizes the duration or continuous nature of the action.

Usage	Example	Explanation
Ongoing actions in the past	I was studying for my exam all night.	This sentence indicates that the action of studying was in progress over a period of time in the past.
Background Actions	She was cooking dinner <i>while</i> he was watching TV.	This sentence shows that the cooking and watching TV were happening simultaneously in the past, with the cooking as the background action.
Interrupted Actions	I was walking home <i>when</i> it <i>started</i> raining.	The 'Past Continuous Tense' is used to describe an action that was ongoing but got interrupted by another event (in this case, the rain).
Describing past habits	They were always arguing about silly things.	The 'Past Continuous Tense' is used to illustrate a recurring or habitual action in the past.
Setting the scene or providing context	The sun was setting , and birds were chirping in the distance.	This sentence sets the scene by describing ongoing actions that were happening at a particular time in the past, providing context to the overall situation.

TIME WORDS AND EXPRESSIONS

Time words and expressions can help provide context and specify when the ongoing action in the 'Past Continuous Tense' was taking place.

Time Words and Expression	Example	Explanation
At a specific time	At 7 p.m. last night, I was watching a movie.	'At 7 p.m. last night' specifies the exact time when the ongoing action of watching the movie was happening.
At the time	They were having dinner at the time I <i>called</i> them.	'At the time I called them' establishes the timeframe during which the ongoing action of having dinner was occurring.
During a period	She was studying all afternoon.	'All afternoon' indicates the duration of the ongoing action of studying.
When	The phone <i>rang</i> when I was taking a shower.	'When I was taking a shower' indicates that the action of the phone ringing coincided with the ongoing action of showering.
While	He always <i>fell</i> asleep while he was reading a book.	This sentence indicates a habitual or recurring pattern of falling asleep while engaged in the activity of reading.

Distinguish 'Past Simple Tense' with 'Past Continuous Tense'

Tense	Usage	Example
Simple Past Tense	<ul style="list-style-type: none"> The Simple Past Tense is used to describe completed actions or events that happened at a specific time in the past. It emphasizes the action itself or the completion of an event. 	I went to the supermarket yesterday. (The action of going to the supermarket is <i>completed</i> .)
Past Continuous Tense	<ul style="list-style-type: none"> The Past Continuous Tense is used to describe ongoing or continuous actions or events that were happening in the past. It emphasizes the duration or ongoing nature of the action. 	I was studying for my exam all night. (The action of studying was <i>in progress</i> over a period of time.)

When to use 'when' and 'while' in Past Continuous Tense

'Past Continuous Tense' is often used in conjunction with the 'Simple Past Tense' in sentences. The 'Past Continuous Tense' typically denotes a longer action or situation, and the 'Simple Past Tense' usually indicates a shorter action.

We use '**when**' to link a background action (longer action) and an action that happened in the middle of the background action (shorter action) in the past.

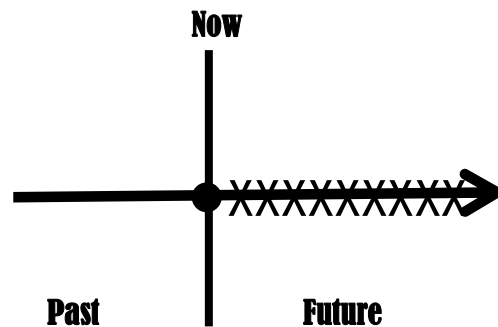
<u>Longer action</u>		<u>Shorter action</u>
Peter was writing a letter	<i>when</i>	the fire broke out.
Everyone was enjoying the party		someone stole the necklace
My mother was cooking meals		I came home.

We use ‘**while**’ to link two continuous actions that happened at the same time in the past. We use the past continuous tense for both actions.

<u>Actions happening at the same time in the past</u>		
Peter was writing a letter	<i>while</i>	his mother was cooking meal.
Everyone was watching TV		Joe was studying for the coming exam.
My father was coming home		it was raining .

Future Simple Tense

The future simple tense, also known as the simple future tense, is used to describe actions or events that will happen in the future. There are two common ways to form the future simple tense: using 'be going to' or using 'will'.



THE FUTURE WITH 'GOING TO'

- To talk about future events that have been **planned in advance**
- To make prediction **when there is evidence** in the present moment.

Formation

Affirmative

I	am	going to	have a shower this evening.
You, We, They	are		
He, She, It	is		

Negative

I	am not ¹	going to	have a shower this evening.
You, We, They	are not ²		
He, She, It	is not ³		

¹ I am not = I'm not

² You are not = You're not or You aren't. We are not = We're not or We aren't. They are not = They're not or They aren't.

³ He is not = He's not. or He isn't. She is not. + She's not. or She isn't. It is not = It's not. or It isn't.

Question with Yes/No Answer

<u>Question</u>				<u>Answer</u>	
Am	I	going to	have a shower this evening?	Yes, I'm.	No, I'm not.
Are	you			Yes, I'm ⁴ .	No, I'm not ⁵ .
	we			Yes, we're.	No, we aren't.
	they			Yes, they're.	No, they aren't.
Is	he			Yes, he's.	No, he isn't.
	she			Yes, she's.	No, she isn't.
	it			Yes, it's.	No, it isn't.

When to use Simple Future Tense with 'be going to'

Usage	Explanation	Example
Planned actions	When you want to talk about something you have already decided to do in the future	<ul style="list-style-type: none"> She is going to travel to Japan next week.
Timetabled events	When you want to talk about events that are scheduled or part of a timetable	<ul style="list-style-type: none"> The train is going to depart at 8:00am.
Evidence or indication	When there is observable evidence or indication in the present that suggests a future event or outcome is likely to happen.	<ul style="list-style-type: none"> The traffic is terrible. We are going to be late.

⁴ Or you're.⁵ Or, you aren't

THE FUTURE WITH 'WILL'

- To **make prediction** about what you think will happen
- ☐ To **offer to do** something for someone or to make a promise

Formation

Affirmative

I, You, We, They, He, She, It	will	come to dinner this evening.
-------------------------------	------	------------------------------

Negative

I, You, We, They, He, She, It	won't ⁶	come to dinner this evening.
-------------------------------	--------------------	------------------------------

Question with Yes/No Answer

Question			Answer	
Will	I	come to dinner this evening?	Yes, I'll.	No, I won't.
	you		Yes, I'll.	No, I won't.
	we		Yes, we'll.	No, we won't.
	they		Yes, they'll.	No, they won't.
	he		Yes, he'll.	No, he won't.
	she		Yes, she'll.	No, she won't.
	it		Yes, it'll.	No, it won't.

When to use Simple Future Tense with 'will'

Usage	Explanation	Example
Predictions and assumptions	When you want to make predictions or assumptions about the future based on present evidence or knowledge	<ul style="list-style-type: none"> I think it will rain tomorrow.

⁶ won't = will not

Promises and intentions	When you want to express a promise or intention to do something in the future	<ul style="list-style-type: none"> I will help you with your project.
Spontaneous decision	It is used when the speaker decides to do something on the spot or in response to a situation.	<ul style="list-style-type: none"> The party starts at 8. I will pick you up at 7.

The difference between ‘will’ and ‘be going to’

‘Will’ and ‘be going to’ are both used to talk about future events, but they have different uses. ‘Will’ suggests a more spontaneous decision or predictions about the future, while ‘be going to’ implies a premeditated plan or intention.

1. ‘Will’ is used when you make a decision or offer **AT THE MOMENT OF SPEAKING**. So, it is used to express a future action that is **NOT PLANNED** or **ARRANGED IN ADVANCE**.

Example:

- I haven’t decided what to cook for dinner yet. I **will make** a decision later.
- I just realized I need to buy groceries. I **will go** to the supermarket after work.

2. ‘Be going to’ is used when you have already made a plan or intention **BEFORE THE MOMENT OF SPEAKING**. So, it is used to express a future action that **HAS ALREADY BEEN PLANNED** or **ARRANGED**.

Example:

- Judy **is going to give** a presentation this afternoon. She is very nervous.
- I have already bought the concert tickets. I **am going** to see my favourite singer tomorrow.

Question Words (Q & A) in Simple Future Tense

Question Word	Question	Answer
Who	Who is going to organize the event?	It was decided that Sarah is going to organize the event.

	Who will attend the meeting tomorrow?	I think the principal will attend the meeting tomorrow.
What	What are you going to cook for dinner?	I have noodles at home. So, I am going to cook them for dinner.
	What will you do this weekend?	I haven't decided yet. Perhaps I will catch up on some reading this weekend.
When	When is she going to finish her project?	She told me that she is going to submit her project report by Saturday .
	When will the concert take place?	I heard that the concert will take place next month .
Where	Where are your parents going to celebrate their anniversary?	My father has booked a western restaurant in Central. I suppose my parents are going to celebrate their anniversary there.
	Where will they go for their vacation?	I think they will go to Macau for their vacation.
Why	Why is he going to buy a new car?	He is going to buy a new car because he has got a big year-end bonus .
	Why will he stop his university studies?	He will stop his university studies because his father has just gone bankrupt .
Which	Which book are you going to read next?	I've bought a mystery novel and I am going to read it next.
	Which movie will you watch tonight?	That depends. Probably, I will watch any movie shown by Pearl tonight.
How	How are they going to improve their website's performance?	I learned that they are going to hire a web developer to optimize the website's performance.
	How will they solve the problem?	I think they will solve the problem by asking for your help .

Imperative

The imperative mood can be summarized into three main types based on the structure of the sentence:

1. **'Do' (Action Word) Type:**

In this type, the imperative sentence instructs or commands someone to perform a specific action. The verb used in the imperative sentence is usually in the base form, and it functions as the action word of the sentence. The subject is often implied as 'you.'

Example

- **Clean** the room.
- **Eat** your vegetables.
- **Open** the door.

2. **'Be' Type:**

In this type, the imperative sentence emphasizes being or adopting a certain state or behaviour. The verb 'be' is used in the imperative sentence, followed by an adjective or a noun to describe the desired state or behaviour. It often expresses advice, suggestions, or recommendations.

Examples:

- **Be** quiet.
- **Be** patient.
- **Be** yourself.

3. **'Let' Type:**

In this type, the imperative sentence uses the verb 'let' followed by an object pronoun or an object noun and a base form verb to suggest or allow someone to do something. It is often used to make proposals, invitations, or permissions.

Examples:

- **Let me** know if you need any help.
- **Let's** go to the movies. (= **Let us** go to the movies.)
- **Let the boys** do it by themselves. Don't bother.

Talking about Directions

I. Basic Directions

1. **Right:** The direction to the right-hand side. For example:
 - The supermarket is on the **right** side of the street.
2. **Left:** The direction to the left-hand side. For example:
 - Take a **left** at the roundabout to reach the museum.

3. **Straight:** Continuing in the same direction without turning. For example:
 - Keep walking **straight** until you reach the end of the pedestrian sidewalk.
4. **Opposite:** Positioned on the other side of a particular object or location. For example:
 - The café is situated **opposite** the movie theatre.
5. **Next to:** Positioned adjacent or very close to a particular object or location. For example:
 - The library is located **next to** the post office.

II. Specific Directions

1. **Out of:** Moving away or exiting from a specific place or area. For example:
 - Please walk **out of** the building and go straight.
2. **Across:** Moving from one side to the other, typically crossing a barrier or obstacle. For example:
 - To get to the other side of the street, you need to walk **across** the zebra crossing.
3. **Ahead:** means to continue going straight in the same direction. For example:
 - Continue **ahead** for two blocks.
4. **Turn left:** Changing direction by moving towards the left-hand side. For example:
 - At the traffic light, make sure to **turn left** to reach the park.
5. **Turn right:** Changing direction by moving towards the right-hand side. For example:
 - After the second crossroad, **turn right** onto Hollywood Road.

Using Imperative to give directions

Question	Answer
How do I get to IFC Centre?	Turn left at Queen's Road.
How do I get to Botanic Garden?	Turn right at the traffic lights.
How do I get to the Wah Yan College?	Take the second turning on the left.
Where is the Post Office?	Go straight on.
Where is the Welcome Supermarket?	Walk backward. It's on the corner of this street and Parkin Road.
Could you tell me the way to the North Point MTR Station, please?	Turn back and walk across the crosswalk. The North Point MTR Station is in front of you.

Excuse me! Could I find any taxi stand nearby?	Turn left. Then walk along the road. The taxi stand is on your right.
Could you please tell me where is the library?	Go out of Exit E of this building, you will see the library.

Connectives

Connectives, also known as **conjunctions** or **linking words**, are used to help establish logical relationships between different parts of a sentence or between multiple sentences. They enable us to express ideas coherently and create smooth transitions within our writing or speech.

Types of Connectives

I. Coordinating Conjunctions

Coordinating conjunctions are words that link words, phrases, or clauses of **equal importance**, such as two independent clauses in a compound sentence. The most common ones are the FANBOYS:

Connective	Explanation	Example
for	It has a similar meaning to 'because'. It is used to indicate a reason or purpose	She studied hard, for she wanted to pass the exam.
and	It is used to join two sentences together with similar ideas or items.	There's a library and a restaurant.
nor	It is used to show that two or more things are not true or do not happen. It is often used in parallel structures with the word 'neither'.	He neither sang nor danced.
but	It is used to join a positive statement to a negative statement, to show an opposing or contrasting idea between two clauses.	She is tired, but she has to keep working.
or	It is used to list two or more choices or alternatives. It is often used to talk about preferences.	Which would you like to go, swimming or hiking?
yet	It has a similar meaning to 'but'. It is used to indicate a contrast or unexpected outcome.	She is sick, yet she managed to finish her work.
so	It is used to show a cause-and-effect relationship that something happens as a consequence of something else.	It was raining so we stayed indoors.

II. Subordinating Conjunctions

Subordinating conjunctions are used to connect words, phrases, and clauses of **unequal importance**. They introduce subordinate clauses that rely on the main clause for meaning. They include the following:

Connective	Explanation	Example
although	It expresses a contrast or concession. It is used to talk about something that is unexpectedly true.	Although I've studied very hard, I found the exam paper very difficult.
because	It is used to talk about why something happens or the reasons behind a decision.	I stayed home because I was feeling sick.
if	It implies a condition. It has a similar meaning to 'in case'.	If it rains, we will stay indoors.
since	It has a similar meaning to 'because'. It establishes a cause-and-effect relationship or indicates a time-related connection.	Since it was raining, we stayed indoors.
when	It talks about events or actions in the future that must happen before another event or action can take place.	I will call you when I arrive home.
while	It highlights a simultaneous action that is happening at the same time.	She read a book while I watched TV.

III. Correlative Connectives:

Correlative connectives work in pairs to join elements of **equal importance** within a sentence. They include the following:

Connective	Explanation	Example
either...or	Presents a choice between two alternatives.	I want either the cake or the cookie.
neither...nor	Indicates the negation of two alternatives.	Neither Peter nor Sarah attended the party.
both...and	Emphasizes the inclusion of <u>two</u> elements. It is the opposite of 'neither...nor'	She is both intelligent and hardworking.

IV. Conjunctive Adverbs

Conjunctive adverbs are linking words that are used to link two or more words, phrases or clauses together. They include the following:

Connective	Explanation	Example
however	It adds contrasting or contradicting information.	I wanted to go. However , I had to stay.
therefore	It gives a result or consequence of an action.	He studied hard. Therefore , he passed the exam.
furthermore	It adds information or provides additional support.	The weather was beautiful. Furthermore , we had a great time.

V. Connectives - Transitions and Contrastive Expressions

Transitions and contrastive expressions play a crucial role in connecting ideas and highlighting contrasts within a discourse. They include the following:

Connective	Explanation	Example
at first	It indicates the initial stage or perception of a situation, which may change or evolve later on.	At first , the new employee found the job challenging, but with time, it became more manageable.
at last	It denotes the culmination or final realization of something after a long period of anticipation or effort.	After years of hard work, at last , she achieved her dream of becoming a doctor.
besides	It is used to introduce additional information or points that are relevant to the current topic.	Besides being an accomplished pianist, she is also a talented painter.
later	It refers to a subsequent point in time or a later stage in a sequence of events.	She completed her undergraduate degree and later pursued a master degree in business administration.
on the other hand	It is used to introduce an alternative perspective or contrasting viewpoint.	He enjoys adventure sports. On the other hand , his sister prefers more leisurely activities.

Comparison between ‘but’ and ‘yet’

Both ‘but’ and ‘yet’ introduce contrasting ideas.

- ‘But’ is more commonly used in both formal and informal contexts, and indicates a straightforward opposition.
- ‘Yet’ suggests a surprising or unexpected contrast and is considered slightly more formal or literary.

	Difference	Example
but	It indicates a strong contrast and often implies a shift in the direction of thought or a change in expectation. It is used to present an opposing idea that is contrary to what was previously stated.	She is talented, but she lacks confidence.
yet	It is also used to introduce a contrast, but it tends to convey a sense of surprise or unexpectedness. It suggests that the second idea is contrary to what might be expected based on the first idea. It is often used in negative constructions or to express a contradiction to a prevailing assumption.	The weather was terrible, yet they went for a picnic.

Comparison between ‘although’ and ‘but’

We use ‘although’ and ‘but’ to join opposite ideas. Below shows their differences:

	Difference	Example
but	It forms a <i>compound sentence</i> . It presents a direct contradiction or opposition between two ideas (sentences). Both sentences are connected by the <i>conjunction</i> “but” without using a comma (,) in between.	Peter was sick but he went to school.
although	It forms a <i>complex sentence</i> . It introduces a <i>subordinate clause</i> that provides additional context or conditions to understand the contrast. You are required to add a comma (,) after the subordinate clause.	Although Peter was sick, he went to school.

A. Compound Sentence

Subject	Verb	Adjective		Subject	Verb	Rest of Sentence
Peter	was	sick	but	he	went	to school.

B. Complex Sentence

Subordinate Clause				Main Clause		
	Subject	Verb	Adjective	Subject	Verb	Rest of Sentence
Although	Peter	was	sick,	he	went	to school.

Comparison between ‘so’ and ‘because’

	SO	BECAUSE
Usage	<ul style="list-style-type: none"> It forms a compound sentence. It talks about the result of an event. 	<ul style="list-style-type: none"> It forms a complex sentence. It talks about the reason for an action or event.
Example	It was raining so I took an umbrella.	I stayed home because it was raining.
Cause-and-effect relationship	<ul style="list-style-type: none"> raining (<i>reason</i>) took an umbrella (<i>result</i>) 	<ul style="list-style-type: none"> stayed home (<i>result</i>) raining (<i>reason</i>)
Explanation of the Sentence Structure	<ul style="list-style-type: none"> It consists of <i>two</i> independent clauses ‘It was raining’ and ‘I took an umbrella’. The coordinating conjunction ‘so’ connects the two independent clauses, indicating a cause-and-effect relationship. 	<ul style="list-style-type: none"> It contains <ol style="list-style-type: none"> a main clause ‘I stayed home’ a dependent clause ‘it was raining’. The dependent clause cannot stand alone. The subordinating conjunction ‘because’ introduces the dependent clause It shows the cause-and-effect relationship between staying home and the reason of rain.

A. Compound Sentence

Independent Clause			Independent Clause		
Subject	Verb		Subject	Verb	Rest of Sentence
It	was raining	so	I	took	an umbrella.

B. Complex Sentence

Main Clause				Subordinate Clause	
Subject	Verb	Object		Subject	Verb
I	stayed	home	because	it	was raining.

Comparison between ‘since’ and ‘because’

	SINCE	BECAUSE
Usage	<ul style="list-style-type: none"> It can be used to express a cause-and-effect relationship, but with a focus on the TEMPORAL (or time-related) aspect. Remember to add a comma (,) after the subordinate clause. 	<ul style="list-style-type: none"> It is used to introduce the REASON or CAUSE for an action or event. It focuses on the cause-and-effect relationship between two clauses.
Example	<ul style="list-style-type: none"> Since it was raining, we decided to stay indoors. 	<ul style="list-style-type: none"> We decided to stay indoors because it was raining.
Explanation	<ul style="list-style-type: none"> This sentence emphasizes the temporal aspect of the rain. It suggests that the decision to stay indoors was made based on the fact that it was <i>currently</i> raining. 	<ul style="list-style-type: none"> This sentence emphasizes the reason or cause for the decision to stay indoors. It states that the reason behind the decision was the fact that it was raining.
Summary	<ul style="list-style-type: none"> Use ‘since’ if you want to emphasize the temporal (or time-related) aspect. 	<ul style="list-style-type: none"> Use ‘because’ if you want to emphasize the reason or cause for the decision.

Complex Sentence

Main Clause					Subordinate Clause	
Subject	Verb	Infinitive	Object		Subject	Verb
We	decided	to stay	indoors	because	it	was raining.

	Subordinate Clause		Main Clause			
	Subject	Verb	Subject	Verb	Infinitive	Object
Since	it	was raining,	we	decided	to stay	indoors.

Comparison between ‘when’ and ‘while’

	Comparison	Example
When	<ul style="list-style-type: none"> It indicates a specific point in time or a general time frame. It suggests that one action or event happens at the same time or immediately after another action or event. We use ‘when’ to link a longer action and a shorter action in the past. 	We <i>were watching</i> TV when the phone rang.

While	<ul style="list-style-type: none"> It indicates two actions or events happening simultaneously or overlapping in time. It suggests that two actions or events occur concurrently or in parallel. Usually, we use the past continuous tense for both actions if they happened at the same time. 	My mum <i>was listening</i> to music while she <i>was cooking</i> .
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Complex Sentence

Main Clause				Subordinate Clause	
Subject	Verb	Object		Subject	Verb
We	were watching	TV	when	the phone	rang.

↑
longer action

↑
shorter action

Main Clause				Main Clause	
Subject	Verb	Adverbial		Subject	Verb
My mum	was listening	to music	while	she	was cooking.

↙ ↘
Happening at the same time

Sequencing Phrases

Certain words and phrases indicate at what point in a sequence something happens.

Connectives	Explanation	Example
First	It indicates the initial step or event in a sequence	First , he woke up
Then	It highlights the action that immediately follows the initial one.	Then , he brushed his teeth and washed his face.
Next	It reinforces the action that comes after the preceding one.	Next , he ate breakfast.
After that	It emphasizes the action that follows the step that occurs after the previous one.	After that , he got dressed.
Finally	It indicates the last step or event in the sequence.	Finally , he went to school.

Modal Verbs

A modal verb, also known as a modal auxiliary, is used to refer to the speaker's attitude, intention, or ability regarding the main verb in a sentence.

The most common modal verbs are **can, may, must, will, shall**, and their past tenses are **could, might, would, should**, respectively. However, 'must' does not have a distinct past tense form. Instead, we often use '**had to**' to express its meaning in the past.

Modal Verb Formations

Modal verbs stay the same for any subject and the main verbs stay in its base form.

I. Affirmative

Subject	Modal Verb	Base Form	Rest of Sentence
I / You / He / She / It / We / They	can	speak	Mandarin fluently.
	could	try	this phone number.
	may	go	home after finished your homework.
	might	come	tomorrow.
	must	complete	the project by this weekend.
	will	clean	the room after work.
	would	love	your coffee.
	shall	do	it this after holiday.
	should	run	a marathon.
	ought to	learn	how to drive.

II. Negative

Subject	Modal Verb + not	Base Form	Rest of Sentence
I / You / He / She / It / We / They	can't	speak	Mandarin fluently.
	may not	use	bring mobile phone to the examination hall.
	must not	pick	the flowers.
	would not	come	probably.
	should not	talk	with your mouth full.
	would not	want	to miss this opportunity.
	ought not to	spend	so much money on clothes.

III. Interrogative

Modal Verb	Subject	Base Form	Rest of Sentence
Can	I / you / he / she / it / we / they	leave	the meeting early?
May		use	your phone to make a call?
Must		go	to toilet now?
Should		watch	that movie this Sunday?

Grammatical Characteristics

1. In the negative, modal verbs are followed by *not* or *n't*. For example:
 - You **mustn't** be late. (= You **must not** be late.)
2. In questions, modal verbs go before the subject. For example:
 - **Can** you speak any foreign language?
3. When making questions or negative sentences, no 'do/does' or 'did' is used. For example:

Question	Negative Statement
Can I help you?	You can't do this without my assistance.
May I go now?	She won't come tonight.
Will you meet me when I arrive?	You should not sleep in the class.

4. Modal verbs do not have '-s' in third person singular, i.e. 'he/she/it' form. For example:
 - *He* **may** not go to the party.
 - Please tell her that *she* **must** attend next week's meeting.

Modal Verb Usage

Modal verbs are used to express a variety of meanings related to **ability, probabilities, permission and requests, offers, suggestions and advice, recommendations, prediction and obligations.**

1. Ability

The modal verb 'can' can be used to express an ability.

- I **can** swim well.
- He **can** play the piano.

The negative form of 'can' is 'cannot' or 'can't'.

- I **can't** speak French fluently.
- He **can't** play the guitar.

The past form of 'can' is 'could' and can be used to talk about an ability in the past. The negative form is 'could not' or 'couldn't'.

- She **could** dance well before she broke her leg.
- Last year she **couldn't** run very far, but yesterday she ran a marathon.

2. Possibility and Probability

‘May’, ‘Might’, ‘Could’ and ‘Should’ can express possibility or probability.

- a. ‘May’ can be used to indicate a present or future possibility or probability. It is often used to express a possibility that something is likely to happen, but with some uncertainty.
 - It **may** rain tomorrow.
 - She **may** be at the party tonight.
- b. ‘Might’ suggests a lower or more uncertain probability than ‘may’.
 - She **might** be running late.
 - It **might** rain tomorrow.
- c. ‘Could’ expresses a possibility or probability as a potential option.
 - He **could** pass the exam if he studies hard.
 - They **could** win the competition.
- d. ‘Should’ can indicate a high probability or expectation.
 - The package **should** arrive tomorrow.
 - He **should** know the answer.

3. Permission and Requests

‘Can’, ‘could’, ‘may’, ‘might’ and ‘would’ are used to ask permission to do something, or to ask someone to do something for you. They can also be used to offer to help someone.

- a. ‘Can’ is the most common verb used to ask permission or to make a request.
 - **Can** I borrow your pen, please?
 - **Can** I leave the meeting early?
- b. ‘Could’ replaces ‘can’ for more formal situations, such as in business or to talk to strangers.
 - Excuse me, **could** you tell me the way to Ocean Park, please?
 - **Could** you tell me again when your manager will be back?
- c. ‘May’ can also be used in formal situations.
 - **May** I make an appointment?
 - **May** I book a table for 2 at 12 noon next Monday?

d. 'Might' can also be used to make requests, but it suggests a lower level of expectation or possibility.

- **Might** I borrow your pen for a moment?
- **Might** I go camping this weekend with my friends, Mum?

e. 'Would' can also be used to make polite requests.

- **Would** you please give me one more cup of tea?
- **Would** you mind leaving us alone for a few minutes?

4. Making Offers

a. 'Can' and 'may' can be used to offer to do something for someone.

- **Can** I get you a drink?
- **May** I take your coat?

b. 'Shall' can also be used to make offer.

- **Shall** I carry the luggage for you?
- **Shall** I open the window?

d. 'Will' can also be used to make offers or promises.

- I **will** help you with your project.
- If you need some food, I **will** cook something for you.

e. 'Would' can also be used to make polite offers or invitations.

- **Would** you like a cup of coffee or tea?
- **Would** you have dinner with me on Sunday?

5. Suggestions and Advice

a. 'Should' is used when the speaker wants to make a strong suggestion.

- You **should** always consult your doctor regarding medication to avoid tragic accidents.
- It might rain. You **should** take your umbrella with you.

b. 'Ought to' is a more formal and less common way to say 'should'. It is not usually used in the negative or question forms.

- To make sure that you are handling your medicines safely, there are some points that you **ought to** pay attention to.

- You **ought to** submit your report by the end of this month. Your supervisor will be on leave next month.
- e. 'Could' is often used to suggest a solution to a problem. It states a possible course of action without necessarily recommending it.
- If you need more space, you **could** buy a bigger flat.
 - You **could** make a salad or we **could** order a pizza.

6. Making Recommendations

- a. 'Could' and 'might' are used to make general suggestion.
- You **could** visit the Ocean Park. It's interesting.
 - You **might** go swimming as today is really hot.
- b. 'Should' and 'ought to' are used to make stronger suggestion.
- You **should** visit your grandma. She is sick.
 - When travelling, we **ought to** *respect* the customs of the countries we visit.
- c. 'Must' are used to make very strong suggestion.
- You **must** attend the meeting on time, else you'll be fined.

7. Prediction

'Will' is used to talk about future or a prediction.

- We **will** have a party next week.
- It **will** rain tomorrow.

8. Obligations / Duties

- a. 'Must' and 'have to' both express a strong need or obligation to do something.
- You **must** rest, or your leg won't heal.
 - You **have to** work this weekend to meet the deadline.
- b. 'Ought to' is used to express duties.
- We **ought to** queue up.
 - You **ought to** teach your younger sister and help her in her studies.

- c. Both ‘must not’ and ‘ought not to’ express strong negative obligation. They indicate that something is not allowed and suggest that the rules must be complied with.
- You **mustn’t** cross the road at a red light.
 - You **ought not to** have been driving so fast.
- d. ‘Don’t have to’ means something is not necessary, or there is no obligation.
- You **don’t have to** come again. You are now fully recovered.

Expressing Past Ability with ‘When’ and ‘Could’

When discussing past abilities, we often refer to a specific time or age in the past using the conjunction ‘when’. By combining ‘when’ with the modal verb ‘could’, we can convey the capability or inability to perform certain actions during that timeframe.

1. Affirmative

When + subject + past tense verb + could + base form of the main verb

When I was five, I could tie my shoelaces.	This sentence expresses the ability to tie shoelaces at the age of five. The use of ‘could’ indicates the capability to perform the action.
When she was younger, she could swim across the river.	The sentence describes the past ability to swim across the river during her earlier years.
When he lived in Japan, he could read and write Japanese characters.	The sentence demonstrates the ability to read and write Japanese characters during the time spent living in Japan.
When we were children, we could climb trees effortlessly.	This example emphasizes the past ability to climb trees with ease during childhood.

2. Negative

When + subject + past tense verb + could not + base form of the main verb

When he was a teenager, he couldn’t play the guitar like a professional.	This example suggests that the person did not possess the skill to play the guitar at a professional level during their teenage years.
--	--

When they were younger, they couldn't run for miles without getting tired	This sentence highlights the inability of the individuals to run long distances without experiencing fatigue when they were younger.
When she was a child, she couldn't recite poems from memory.	It implies that the person did not have the ability to recite poems from memory during their childhood.
When we lived in London, we couldn't communicate effectively in English.	This example indicates the lack of proficiency in effectively communicating in English while living in London.

3. Question

When + could + subject + past tense verb + base form of the main verb?

When could you swim?	This question asks about the specific timeframe or age when the person had the ability to swim.
When could she ride a bicycle without training wheels?	This question enquires about the age or period when she achieved the ability to ride a bicycle without the assistance of training wheels.
When could he play the piano?	This question aims to find out the specific time in the past when he acquired the skill to play the piano.
When could they understand advanced mathematics?	This question asks about the specific point in the past when they possessed the capability to comprehend advanced mathematics.

Noun

Nouns are divided into common nouns and proper nouns.

1. **Common nouns** are words for people, animals, places, or thing, such as boy, cat, city, computer, music, etc.
2. **Proper nouns** are names for particular people, places or things. They start with a capital letter, for example, John, Hong Kong, British, Yellow River, Sunday, Chinese New Year, Mid-Autumn Festival, etc.

Plural Nouns

Nouns can be singular or plural. Singular noun refers to one person, animal, or thing. When we are talking about two or more people, animals, places or things, we use plural nouns.

Below are the guidelines for creating plural nouns:

1. Add 's' to form the plural of most nouns:

car	cars
girl	girls
computer	computers

2. Add 'es' if the noun ends in s, sh, ch, or x:

class	classes
wish	wishes
inch	inches
box	boxes

3. Add 'es' after nouns ending in o:

echo	echoes
embargo	embargoes
hero	heroes
potato	potatoes
tomato	tomatoes

Exceptions: Add only 's' after nouns ending in o:

bamboo	bamboos
kangaroo	kangaroos
photo	photos
piano	pianos

4. If a noun ends in consonant -y, change the y to 'ies'.

city	cities
lady	ladies

Exceptions: If a noun ends in vowel (a,e,o)-y, add 's' :

essay	essays
monkey	monkeys
boy	boys

5. Add 's' to most nouns ending in f:

cliff	cliffs
roof	roofs

Exceptions: In some cases, change the f to 'v' and add 'es':

calf	calves
leaf	leaves
thief	thieves
wolf	wolves
yourself	yourselves

6. Some nouns change their spelling when they become plural:

child	children
foot	feet
man	men
mouse	mice
ox	oxen
tooth	teeth
woman	women

7. Some nouns have the same form whether they are singular or plural:

deer	deer
Chinese	Chinese
sheep	sheep

Countable Nouns and Uncountable Nouns

A **countable noun** refers to something that can be counted as individual units, e.g. chair, pen, desk and so on. These nouns have both singular and plural forms. We can use numerical expressions such as 'one', 'two', 'many', 'several', etc., with countable nouns.

An **uncountable noun** refers to something that is considered as a whole or cannot be counted as separate units, e.g. water, knowledge, experience and so on. These nouns do not have a plural form and are often used with quantifiers like 'some', 'a lot of', 'much', etc.

Compound Noun

A compound noun is two or more nouns that function as a single unit. A compound noun can be two individual words, words joined by a hyphen, or two words combined.

There are two main forms of compound noun:

a. Noun + noun

Nature	Compound Noun
Tell us about the name a particular kind of thing	mineral water, airport bus, pork chop, chicken wing
Talk about things that belong to common well-known classes	postman, policeman, toothbrush
Tell us about measurement or an expression of time	ten-litre, two-kilometre, two-hour, fifty-minute
Talk about distance	milestone, mileage, footstep
Talk about the length of time	yearbook, daylight, overnight

b. noun + 's + noun

Nature	Compound Noun
Talk about things used by a person or animal	children's clothes, man's sweater, bird's nest, child's bicycle
Talk about products from animals	cow's milk, sheep's wool
Tell about parts of people's and animals' bodies	man's leg, elephant's trunk, pig's heart
Talk about particular moments and events	yesterday's test, Sunday's match, three-month's delay

Noun Phrase

A noun phrase is a group of words that functions as a noun in a sentence. Here are a few examples of noun phrases:

- The big blue house
- A delicious slice of pizza
- My best friend
- The book on the shelf
- That tall girl with the glasses

When discussing distance and length of time, it is common to use noun phrases to describe specific **distances or lengths of time**. For example:

- The airport is **two kilometres** away.
- The beach is a **fifty-minute** drive from here.
- We've been walking for **three hours**.
- It takes only **a few minutes** to read this note.

Note

1. In these examples, 'two kilometres', 'fifty-minute drive', 'three hours' and 'a few minutes' are all noun phrases that describe specific distances or lengths of time.
2. When using noun phrases to describe distance and time, it is important to use the correct units of measurement (e.g. kilometres, miles, minutes, hours, etc.)

3. Make sure the noun phrase agrees in number with the noun it is modifying (e.g. 'two kilometres', not 'two kilometre'; but in the case of a hyphenated word, it will be 'two-kilometre' without the 's').

Calculating the length of time between two points in time

In the examination, you are always required to calculate the length of time between two points in time. Below are a few key concepts:

1. You should be familiar with the 24-hour clock system, in which the day is divided into 24 hours.
2. To calculate the length of time between two points in time, you can subtract the starting time from the ending time to find the difference.
3. Example:
Calculate the length of time from 4:30 p.m. to 2:00 a.m. the next day, you would follow these steps:
 - Convert the **starting time** to the 24-hour clock system:
4:30 p.m. = **16:30**
 - Convert the **ending time** to the 24-hour clock system:
2:00 a.m. the next day = **26:00** (or simply **2:00**)
 - Compare the starting time with the ending time:
 - $26:00 - 16:30 = \mathbf{9:30}$
 - OR
 - $(24 - 16:30) + 2 = 7:30 + 2 = \mathbf{9:30}$
 - Therefore, the length of time between 4:30 pm and 2:00 am the next day is **9 hours and 30 minutes.**

Question Words

General Use of Question Words

Question Word	Usage	Sample Question	Sample Answer
How	To ask for the way to do something	How do you go to school?	I go to school by MTR.
Where	To ask for location / place	Where is the library?	It is situated opposite the café.
What	To ask for information about things / actions	What caused the accident?	The accident was caused by human error. The driver has driven too speedily.
Who	To ask for the person	Who made this cake?	My sister made this cake.
When	To ask for the date / time	When did you come to Hong Kong?	I came to Hong Kong in 1996.
Which	To ask for the option / choices	Which dress is prettier?	The blue one is prettier.
Why	To ask for the reasons	Why did you not take breakfast this morning?	I didn't take breakfast this morning because I was in a hurry to go to school.
Whose	To ask about possession	Whose books are these?	They belong to my father.

Special Use of Question Words

Question Words	Common Phrase	Sample Question	Sample Answer
What	What about	What about going to see a movie?	That's a good idea.
	What time	What time does the library open?	It opens at 9 am.

Which	Which + noun	Which book do you like?	I like the storybook Emma the best.
Whose	Whose + noun	Whose pen is this?	This is my little brother's pen.
Why	Why don't you...	Why don't you drive this car?	I don't drive this car because it isn't mine.
	Why not	Why not come to dinner with us this Sunday?	I'm sorry. This Sunday is my father's birthday and I have to celebrate with him.
How	How old	How old are you?	I'm 10 years old.
	How often	How often do you exercise?	I do exercise three times a week.
	How about	How about going to Paris?	I rather prefer to go to London.
	How long (to talk about duration or a period of time)	How long have you lived in Hong Kong?	I have lived in Hong Kong since I was born.
		How long has he been a runner?	He has been a runner for ten years.
	How many	How many students are there in your class?	There are 30 students in my class.
	How much	How much money do you have?	I have two thousand dollars.

Difference Between 'How' and 'What'

We always use 'how' to inquire about ways of doing things, and 'what' to seek information about something. For example:

	Function	Example
How	Focusing on Manner, Condition, or Method	How are you feeling today?
		How did you solve that math problem?
		How does this machine work?
		How can I improve my writing skills?
		How is your life in Mainland China?
What	Focusing on Identification,	What is your favourite colour?
		What did you eat for breakfast?

	Description, or Possession	What is the capital of France?
		What time is the meeting?
		What are your plans for the weekend?

However, it's important to note that the usage of 'how' and 'what' can overlap or interchange depending on the context. For example:

Dialogue	Question	Answer
How	How old are you?	I'm 10 years old.
What	What is your age?	

Preference 'which' and 'would like'

Both 'which' and 'would like' are commonly used structures for expressing preferences in English.

- 'Which' is commonly used in direct questions or when choosing between options
- 'Would like' is more polite and suitable for making requests or discussing personal desires.

Which

1. 'Which' as a determiner:

- When selecting from a limited set of options:
 - Example: **Which** colour do you prefer, red or blue?
- When choosing between alternatives:
 - Example: **Which** restaurant should we go to for dinner?

2. 'Which' as a pronoun:

- When referring to a specific choice or option:
 - Example: I love both desserts, but I can't decide **which** to order.

3. 'Which' in indirect questions:

- Used to ask for preferences in a more formal manner:
 - Example: May I ask **which** book you would recommend?

Would Like

1. 'Would like' as a polite request or expression of desire:

- a. Used to state a preference in a polite and indirect manner:
- Example: I **would like** a cup of tea, please.
2. 'Would like' in hypothetical situations:
- a. Used to discuss hypothetical preferences or choices:
- Example: If I had more free time, I **would like** to travel the world.
3. 'Would like' in invitations:
- a. Used to extend an invitation or inquire about someone's preferences:
- Example: **Would** you **like** to join me for dinner?

Comparing 'Which' and 'Would Like'

	Which		Would Like	
	Usage	Example	Usage	Example
Level of formality	is often used in direct questions or <i>informal</i> contexts	<u>Which</u> restaurant should we go to for dinner?	is more polite and suitable for <i>formal</i> situations.	I <u>would like</u> a cup of tea, please.
Structure and usage	is used to inquire about <i>preferences</i> or <i>choices</i>	<u>Which</u> colour do you prefer, red or blue?	is used to express <i>desires</i> or make <i>requests</i> .	I <u>would like</u> to have your reply the end of this month.
Contextual differences	focuses on selecting from a specific set of <i>options</i>	May I ask <u>which</u> book you would recommend?	emphasizes <i>personal desires</i> or <i>hypothetical situations</i>	If I had more free time, I <u>would like</u> to travel the world.

Common Errors

Error	Comment	Corrected Version (✓)
What is your life in Canada?	The sentence sounds unusual and unclear.	1. What is your life <u>like</u> in Canada? 2. How is your life in Canada?

What pocket money do you have every month?	The phrase “pocket money” refers to a specific amount of money given regularly. Therefore, it is more appropriate to inquire about the amount rather than treating it as an unidentified entity.	How much pocket money do you receive every month?
How long did you come to Hong Kong?	“How long” is used with present perfect tense to ask about <i>a period of time</i> . We can use “when” with simple past tense to ask about <i>a point in time</i> .	1. How long have you lived in Hong Kong? 2. When did you come to Hong Kong?

Asking reasons with ‘Why’ and providing explanation with ‘Because’

I. Enquiring about the reason behind an action by using ‘why’

- Why did he leave the party early?

II. Providing explanation for an action by using ‘Because’

- He left the party early **because** he had an early morning appointment.

III. Examples

Why did they cancel the event?	They cancelled the event because typhoon signal number 8 is going to be hosted.
Why did he buy a new car?	He bought a new car because his old car kept breaking down.
Why did he start exercising regularly?	He started exercising regularly because he wanted to improve his overall fitness and health.
Why did she choose that restaurant for the dinner?	She chose that restaurant because her mother is the manageress of that restaurant.

Using ‘how’ to talk about distance and Length of Time

- **HOW TALL** is the vertical height of a person or an object
- **HOW HEAVY** is the weight of a person or an object
- **HOW HIGH** is the vertical elevation of an object.
- **HOW LONG** refers to the time it takes to get there
- **HOW FAR** is a place

These are questions used to ask about someone’s height, weight, length, or other physical attributes.

1. **How tall:** ‘How tall’ is used to inquire about the **vertical height** or stature of a person or object. It is commonly used when discussing the height of people, buildings, trees, or any other vertical measurement. For example:

Question	Answer
How tall is he IFC Tower? (Don’t say: how height .)	It is 200 metre <u>tall</u> .

2. **How high:** ‘How high’ is used to inquire about the **vertical distance** or **elevation** of an object or location. It is commonly used when discussing altitudes, heights of mountains, or the vertical position of things. For example:

Question	Answer
How high is the aeroplane flying?	It can fly to 30,000 metres <u>high</u> .

3. **How long:** ‘How long’ is used to ask about the **length** of time something takes or lasts. It can refer to the time it takes to complete an action or the length of an object or event. For example:

Question	Answer
How long does it take to drive from Kennedy Town to Chai Wan?	It takes about <u>one hour</u> .

4. **How heavy:** ‘How heavy’ is used to ask about the **weight** of a person or object. It is used to inquire about the amount of mass an item or individual possesses. For example:

Question	Answer
How heavy is that suitcase? (Don’t say: how weight .)	It <u>weighs</u> 2lbs.

5. **How far:** ‘How far’ is used to enquire about distance. It is a common way to ask about the extent or measure of distance **between two points**. For example:

Question	Answer
How far is it <i>from</i> your home <i>to</i> your school?	It is a little more than 500 kilometres.

Preposition

Preposition	Example	Explanation
about	I'm watching a film about the Second World War.	It is mainly used to mean 'on the subject of' or 'concerning something'.
above	The sun is above the horizon.	It indicates a vertical or higher position in relation to something else.
across	Once you reach the traffic lights, turn left. Then walk across the road. The library is on your right.	In this sentence, the library is located on the opposite side of the road. So, the instruction is to cross the road after reaching the traffic lights and turning left. The person is directed to move from one side of the road to the other. After crossing, the library will be on the right side of the person.
after	I always lie down after a swim.	To indicate the time following an event or action, or something occurs subsequent to an event or action.
along	When you leave the hotel, turn left. Then walk along the road. The library is on your right.	In this sentence, the library is located alongside the road. So, the person is advised, after leaving the hotel and turning left, to continue walking in the same direction as the road. The library is located on the right side of the road as the person walks along it.
among	He found his wallet among the various items in his backpack.	It is used when referring to the relationship or position of three or more entities or individuals.
at	I'll see you this evening at Sarah's house.	We often use 'at' to show where something happens - for example, with meeting places or points on a journey.
	The President will arrive at the Hong Kong Airport in the afternoon and stop for three hours.	To indicate the place where people will arrive or stop.
	My cousin visits me and he stays at the Hilton Hotel.	To describe the location where someone stays. When referring to a hotel where someone stays, we use the preposition 'at'
	Shall we meet at breakfast?	We often use 'at' with words for things that people do.
	I get up at 6 o'clock every day.	To indicate a specific time, such as a particular hour or time of a day: 5am, 8pm, etc. that something happens.
	We usually go on a trip at Christmas.	It is used when referring to holidays or festivals.

	My sister started school <u>at</u> 3.	To indicate the age someone has reached.
	My room's <u>at the top</u> of the house.	We often use 'at' with the top, the bottom, the side, the beginning and the end.
before	He lived in Mainland China <u>before</u> 1984.	It is used to talk about something that happens prior to a certain time. This means after 1984, he is no longer living in Mainland China.
below	The temperature dropped <u>below</u> freezing.	It indicates a position that is lower than something else.
beside	She sat <u>beside</u> her best friend in the classroom.	To indicate a physical or metaphorical position next to or alongside something or someone.
besides	<u>Besides</u> being a talented actor, he is also a teacher.	To introduce additional information or to indicate something apart from what has already been mentioned.
between	She had to choose <u>between</u> the red and blue dresses.	It is used when referring to the relationship or position of two entities or individuals.
by	I'll be home <u>by</u> 7 o'clock.	To indicate a point of time before which the speaker plans to be home.
	She often goes to school <u>by</u> bike.	To indicate the means of transportation or the methods of travel.
	This book is written <u>by</u> Mr. Hung, my teacher.	To indicate the author of a book.
	The cat is sleeping <u>by</u> the fire.	This means the cat is sleeping 'next to' or 'beside' the fire.
	This was painted <u>by</u> a famous artist.	It is used to form the passive voice.
	I broke my mobile phone <u>by</u> dropping it in a puddle.	When used to talk about an action, it refers to something that is done to achieve a certain result.
during	I relaxed <u>during</u> my break.	To indicate a duration of time when something was happening, rather than how long it went on for.
for	He has lived with his parents in Mainland China <u>for</u> two years.	To indicate a duration of time to express how long something has been happening. It means he has lived in Mainland China for two years, but he is no longer living there now.
	I read books <u>for</u> pleasure.	To indicate a purpose or aim. Therefore, 'for pleasure' indicates that an activity or action is done for enjoyment, satisfaction, or leisurely purposes.
from	She didn't get the passing grade <u>from</u> her exam.	To indicate the source of the grade, which the exam that the speaker took.

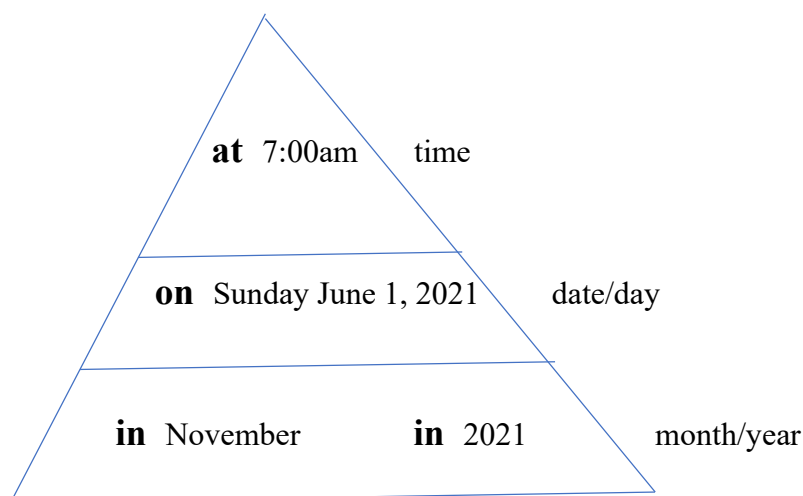
	I received a letter <u>from</u> my friend.	To indicate a source, origin, or starting point.
from...to...	I took the MTR <u>from</u> Chai Wan <u>to</u> North Point. The restaurant opens <u>from</u> 7am <u>to</u> 12 midnight.	To describe the starting point of a journey, we use the preposition ‘from’. Then, use ‘to’ for the destination. To describe the starting point of time and the finishing time, we use the preposition ‘from...to...’.
in	His parents were killed <u>in</u> a car accident. I’ll finish the work <u>in</u> two weeks. He likes to read book <u>in</u> bed. I found the old lady <u>in</u> the car park. Who’s the man <u>in</u> the green suit? My son will come back <u>in</u> June. She never has breakfast <u>in</u> the morning. When they were on holidays they stayed <u>in</u> a camp. The Prime Minister arrived <u>in</u> Tokyo last night. Her mother is interested <u>in</u> painting. Bob ran 100 metres <u>in</u> 11 seconds. <u>In</u> the past, we didn’t have MTR. Marie Curie was born <u>in</u> Warsaw. The tall lady <u>in</u> a yellow dress is my aunt.	To describe an accident that took place To indicate a period of time during which the speaker plans to finish the work. To suggest that the speaker will not remain under the covers and will not be sleeping. To indicate the location or place. To use ‘in’ with clothing items . Remember to use ‘the’ in the prepositional phrase To indicate the time (month, year, season) To describe someone’s level of activity during a general time of day, such as morning, afternoon, evening. To indicate an enclosed space or location, or a location within an object or body To indicate being inside a place or location. This means the location where the Prime Minister arrived, which is Tokyo. When asking about someone’s interests, we use the preposition ‘in’. To describe the time, it takes to complete an action, we use the preposition ‘in’ followed by the amount of time it took. To indicate a period of time or a specific era. To indicate the location or place. This sentence specifies that Warsaw is the city of her birth. The preposition ‘in’ indicates the location or position of the tall lady. This sentence specifies that she is wearing or dressed in a yellow dress.
off	When do you <u>take off</u> your wrist watch?	The phrasal verb ‘take off’ is used when referring to the act of removing or unfastening something that is worn on the body, such as clothing or accessories.

on	Under the sunlight, I like to lie <u>on the beach</u> .	To indicate that something is situated or happening on the surface of that location
	She had a ring <u>on</u> every finger.	We are referring to the finger as a surface on which the ring is placed or worn.
	Where do you usually spend <u>on a holiday</u> ?	To indicate a day, e.g. a specific day
	What news are there <u>on television</u> or <u>on radio broadcasts</u> today?	To describe something that is transmitted through the airwaves and received by the audience through electronic devices that are located on a surface
	I'll just lie down <u>on the bed</u> for an hour.	To suggest that the speaker will rest on top of the bed for a period of time.
	You'd better go <u>on the next train</u> to Shanghai.	To indicate the mode of transportation that the speaker is recommending.
	Did you come <u>on your bicycle</u> ?	To indicate being aboard a mode of transportation, e.g. riding a bicycle.
	Her birthday is <u>on 2nd of October</u> .	To indicate the specific day (date) which something happens.
	I usually go to church <u>on Sunday</u> .	To indicate the specific day (day of the week)
out of	Go <u>out of</u> Exit E of this Shopping Arcade, you will see the library.	The preposition 'out of' is commonly used to indicate movement or direction from within an enclosed space to the exterior. In this case, it suggests that you are inside the Shopping Arcade and need to exit through Exit E.
over	They built a bridge <u>over</u> the river.	It indicates a spatial relationship, and a sense of movement from one side or place to another.
	I favour travelling by train <u>over</u> travelling by airplane.	This conveys the preference for train travel over air travel.
since	He has lived in Mainland China <u>since</u> 1984.	Something started happening in the past and has continued up until the present. This means he lived in Mainland China since 1984 and at present, he is still living in Mainland China.
to	<u>Say hello to</u> your aunt when you meet her.	To indicate the person to whom the speaker greeted.
	He always <u>talks to</u> himself.	To indicate the person with whom he is communicating.
	Will you <u>listen to</u> me when I'm talking to you?	To indicate the action of paying attention to something that is being said or heard.
	It takes about 5 minutes to <u>walk to</u> the bridge.	To describe movement from one location to another. So, when describing the time, it takes to walk across the bridge, we use the preposition 'to'.

	I <u>look forward to</u> meeting you next month.	The phrase ‘look forward to’ is an idiomatic expression that indicates anticipation or expectation towards something in the future. It is followed by a noun or a gerund.
	They <u>went to</u> the museum.	The preposition ‘to’ is used to express movement towards a specific place or destination.
under	The cat is sleeping <u>under the table</u> .	It indicates a position that is beneath or lower than something else.
until	He studied <u>until midnight</u> .	To indicate the point in time when the action stopped or something ended
with	The tall lady <u>with</u> a brown LV bag is her mother.	The preposition ‘with’ indicates a possession relationship. It highlights the presence of an accessory, a belonging or description about appearance. This sentence suggests that the tall lady is holding or carrying a brown LV bag.
	I’m coming <u>with</u> you.	It indicates an accompanying relationship.
	Judy is the girl <u>with</u> the long hair.	To use ‘with’ with body parts, accessories or objects people bring with them.
within	You need to complete the project <u>within two weeks</u> .	To express that something is inside, inside of, or contained within certain limits, boundaries, or conditions.
without	Judy came to the party <u>without</u> a gift.	To express the absence or lack of something, or being outside of certain limits, boundaries, or conditions.

Preposition of Time

Time Pyramid



Exception

at	at the weekend (UK usage) at night
in	in the morning in the afternoon in the evening
on	on Monday morning on Tuesday afternoon on Sunday evening on Wednesday night on the evening of May 26

Other Preposition of Time

by	He'll finish this report by 3 p.m.	It is used to talk about when something will be done or finished at or before a specific time.
before	I will finish work before 6 o'clock.	It is used to talk about something that happens prior to something else or a certain time, but not after that.
after	I'll clean the tables after dinner.	It is used to refer to an event that follows another event.

Preposition of Place/Position

1. in front of, between, behind, opposite, under

in front of	Alice sits in front of me.
between	The library is between the restaurant and the supermarket.
behind	Peter sits behind Margaret.
opposite	There is a laundry opposite my home.
under	The boat sailed under the bridge.

2. by, beside, next to

by	The cat is sleeping by the fire.
beside	My best classmate sits beside me.
next to	The barber shop is next to my home.

3. close to, near

close to	There is a post office close to my home.
near	There is a MTR station near my sister's school.

4. 'at', 'in' and 'on'

at	'at' is used to show where something happens, e.g. the meeting places or points on a journey. It is used to talk about an exact point.	<ul style="list-style-type: none"> I saw Linda waiting at the bus stop. Turn left at the next corner. Shall we meet at your office? Jane is working at her desk. I will meet you at the beach.
in	'in' is used to position something or someone inside a large area or in a 3-dimensional space such as box, room, town or country.	<ul style="list-style-type: none"> "Where's Mum?" "In the kitchen." There's nothing in the fridge. Alfred's in Shanghai. The cat is sleeping in its basket.
on	'on' is used to position something in line with, next to, on top of, or attached to something with 2-dimensional surface like floor, table, wall or ceiling.	<ul style="list-style-type: none"> I love travelling on high-speed trains. Why are all those papers on the floor? The church has wonderful paintings on the ceiling. She had photos of all her family on the wall.

Difference between 'in' and 'with' in describing people and things

	Usage	Explanation	Example
in	Describing people	It indicates the physical location or position of a person <u>inside</u> a specific space or container	She is in the room.
		It describes a person's <u>clothes and shoes</u>	My father is in <i>his blue suit</i> .
			The man in a spotted T-shirt and the woman in <i>red high-heel shoes</i> are my parents.
	Describing things	It indicates an object which is located <u>within</u> or <u>enclosed</u> by another object	The book is in the school bag.
with	Describing people	It indicates <u>companionship</u> , association, or being in the company of others	She is with her friends.
		It describes a person's <u>appearance</u>	The man with <i>a beard</i> is Mr. Hung.
			The woman with <i>a round face</i> is my sister.

		It implies that a person has a particular item or accessory in their <u>possession</u> or <u>belongings</u>	The woman with <i>sunglasses</i> is my mother.
			The girl with <i>pearl earrings</i> is her sister.
	Describing things	It indicates the association of something (the romantic dinner and the wedding anniversary).	The 50-year-old wedding anniversary was held in a hotel with a romantic dinner.

Pronoun

Pronouns play a crucial role in English by replacing nouns and noun phrases, making communication more efficient. The following table shows five types of pronouns:

	Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
Singular	I	me	my	mine	myself
	You	you	your	yours	yourself
	He	him	his	his	himself
	She	her	her	hers	herself
	It	it	its	-	itself
Plural	We	us	our	ours	ourselves
	You	you	your	yours	yourselves
	They	them	their	theirs	themselves

Subject Pronouns and Object Pronouns

- **Subject pronouns** (I, you, he, she, it, we, they): are used when the pronoun is the subject of the sentence. They are used before the verb, and are used to talk about the doer of the action
- **Object pronouns** (me, you, him, her, it, us, them) are used when the pronoun is the object of the sentence. They are used after the verb or preposition, and are used to talk about the receiver or target of the action.

Subject Pronoun	Object Pronoun
I love to read books. He is playing soccer. She sings well. We went to the park. <u>Note:</u> <ul style="list-style-type: none"> • <u>Tom</u> and <u>I</u> can play football. (✓) • Tom and <u>me</u> can play football. (×) 	The teacher gave me a book. I saw them at the store. She gave the gift to me . He is talking about her . <u>Note:</u> <ul style="list-style-type: none"> • It's time for <u>Linda</u> and <u>me</u> to go to work. (✓) • It's time for Linda and <u>I</u> to go to work. (×)

Possessive Adjectives and Possessive Pronouns

Both possessive pronouns and possessive adjectives are used to indicate ownership or possession.

A. Possessive Adjectives

Possessive adjectives are used to DESCRIBE the ownership or possession of a noun. They are placed before a noun to be modified.

a. Singular Possessive Adjectives:

- Indicate ownership by a single person:
 - Example: This is **my** book.

b. Plural Possessive Adjectives:

- Indicate ownership by multiple people:
 - Example: Those are **our** keys.

B. Possessive Pronouns

Possessive pronouns are used to REPLACE a noun phrase and show ownership or possession. They stand alone and do not modify a noun.

a. Singular Possessive Pronouns:

- Show ownership by a single person:
 - Example: This book is **mine**.

b. Plural Possessive Pronouns:

- Indicate ownership by multiple people:
 - Example: The keys are **ours**.

The following table shows a comparison between possessive adjective and possessive pronoun:

Possessive Adjective	Possessive Pronoun
This is my book.	The book is mine .
Your car is parked outside.	Is this car yours ?
His house is large.	The house is his .
Her cat is playful.	The cat is hers .
Our team won the game.	The victory is ours .
Their dog is friendly.	The dog is theirs .

Reflexive Pronouns

Reflexive pronouns reflect the action of the verb back onto the subject, indicating that the subject is both the doer and the receiver of the action.

Reflexive pronouns are pronouns that end in ‘-self’ (singular) or ‘-selves’ (plural). They are used when the subject of a sentence performs an action on itself. The reflexive pronouns are as follows:

- **Singular:** myself, yourself, himself, herself, itself
- **Plural:** ourselves, yourselves, themselves

Reflexive Pronoun as the object of a sentence

A common use of reflexive pronouns is to talk about actions where the **subject** and the **object** are the same person.

- I look after **myself** when my parents were away.
- If **you** talk to **yourself**, people may think you’re mad.
- Did **you** hurt **yourselves** when you fell off your bicycles?
- **She** didn’t enjoy **herself** on holiday.
- **He** asked **himself** why he had been so silly.
- **We** helped **ourselves** to drinks.
- **They** helped **themselves** to sandwiches.

Reflexive Pronouns with ‘By’

One common usage of reflexive pronouns is with the preposition ‘by’, which adds a particular emphasis to the action performed by the subject. The structure is as follows:

Subject + verb + **by** + reflexive pronoun

By using reflexive pronouns with ‘by’ in the following examples, we emphasize the self-reliance and independence of the subject in performing the action, highlighting that they accomplished the task without the aid or involvement of others.

Example	Explanation
I finished the project by myself .	The reflexive pronoun ‘myself’

	emphasizes that the person finished the project without assistance from others.
You must do it by yourself .	The reflexive pronoun ‘yourself’ emphasizes that you are required to do the work without any help from others.
She fixed the broken chair by herself .	The reflexive pronoun ‘herself’ emphasizes that she repaired the broken chair without assistance from others.
He completed the project by himself .	The reflexive pronoun ‘himself’ emphasizes that he accomplished the project independently, without any assistance.
They built the entire house by themselves .	The reflexive pronoun ‘themselves’ highlights that they constructed the entire house without any outside help.
We organized the event by ourselves .	The reflexive pronoun ‘ourselves’ indicates that we arranged the event without relying on others for help or support.
The three-years-old child tied his shoelaces by himself .	The reflexive pronoun ‘himself’ emphasizes that the child managed to tie his shoelaces independently, without any assistance.

Indefinite Pronoun

- Indefinite pronouns refer to people, places, or things in a general or unspecific way, such as ‘everyone’, ‘something’, or ‘anywhere’.
- Common examples of indefinite pronouns include: anyone, anything, anywhere, everyone, everything, everywhere, no one, nobody, nothing, nowhere, somebody, someone, something.
- Example
 - **Someone** left their backpack in the classroom.
 - Sandy was sad because **nobody** remembered her birthday.
 - When the principal appears outside the classroom, **everybody** keeps quiet.

Distinguish between ~one and ~thing

1. We use ‘anyone’, ‘everyone’, ‘someone’ and ‘no one’ to talk about people in general.
2. We use ‘anything’, ‘everything’, ‘something’ and ‘nothing’ to talk about things in general.

Talking about	Question	Answer	
People	Is there anyone in the room?	Yes, everyone is in the room.	No, no one is in the room.
		Yes, there is someone in the room.	No, there is no one in the room.
			No, there is not anyone in the room.
Things	Is there anything in the room?	Yes, everything is here.	No, nothing is here.
		Yes, there is something in the room.	No, there is not anything in the room.

In general, it is more common to ask positive questions in order to seek affirmation or confirmation of a specific condition or possibility.

Positive Questions

Question	Answer	
Is there anyone you can find in the kitchen?	Yes, there is someone I can find in the kitchen.	No, there isn't anyone I can find in the kitchen.
		No, there is no one I can find in the kitchen.
Is everyone ready to leave for the party?	Yes, everyone is ready to leave for the party.	No, no one is ready to leave for the party.
Is anyone ready to leave for the party?	Yes, someone is ready to leave for the party.	No, no one is ready to leave for the party

Mistakes and Errors

There are a few common mistakes that people make when using indefinite pronouns in English. Here are some examples:

1. Subject-verb agreement

- When using singular indefinite pronouns like ‘everyone’, ‘someone’, or ‘anyone’, it’s important to remember that they take a **singular** verb.
- For example
 - Everyone ~~were~~ there. (×)
 - Everyone was there. (√)

2. **Pronoun-antecedent agreement**

- Indefinite pronouns can be tricky because they don’t refer to a specific person or thing.
- However, it’s still important to make sure that the pronoun agrees in number with its antecedent (the word it refers to).
- For example
 - Everyone brought ~~their~~ own lunch. (×)
 - Everyone brought his or her own lunch. (√)
 - Everyone brought their own lunches. (√)

3. **Double negatives**

- Indefinite pronouns like ‘nothing’, ‘nobody’, and ‘nowhere’ are already negative, so using ‘not’ with them creates a double negative, which can be confusing or incorrect.
- For example
 - I didn’t see ~~nothing~~. (×)
 - I didn’t see anything. (√)

Reciprocal Pronouns

The phrase ‘**each other**’ and the phrase ‘**one another**’ are known as reciprocal pronouns, as they are used to indicate a reciprocal relationship between two or more entities.

Grammatically, ‘each other’ and ‘one another’ function as object pronouns, because they are used as the object of a verb or preposition to say that people do the same thing, feel the same way, or have the same relationship.

Example:

Subject	Verb	Object
John and Mary	love	each other.
The team members	support	one another.

Difference between ‘each other’ and ‘one another’

In the English grammar examination, we always follow traditional formal writing guideline. We use ‘each other’ when referring to TWO entities, and use ‘one another’ when referring to MORE THAN TWO entities.

Example:

- Our classmates sent **each other** gifts from time to time. (Two individuals)
- The Queen and the Prince really loved **one another**. (More than two individuals)

However, in modern writing, this distinction is not strictly followed, and the two phrases are often used interchangeably. The sentences below demonstrate that ‘each other’ and ‘one another’ can be used interchangeably as reciprocal pronouns. Both phrases convey the same meaning of a mutual or reciprocal action or relationship between the entities involved.

- | |
|---|
| <ul style="list-style-type: none"> • Tom and Ann looked at each other and laughed. • Tom and Ann looked at one another and laughed. <p>(= Tom looked at Ann and Ann looked at Tom and laughed.)</p> |
|---|

Interrogative Pronouns

Interrogative pronouns are a type of pronoun used to ask questions and help gather information. They are used to inquire about unknown information or to request specific details.

Interrogative Pronoun	Explanation	Example
What	To ask for information about things, or to inquire about objects, actions, qualities, or ideas.	<ul style="list-style-type: none"> What is your name? What is the capital of France? What is the weather like today? What are you talking about?
Which	To ask for specific information or to choose between options . It is used to select from a limited set of possibilities.	<ul style="list-style-type: none"> Which colour do you prefer? Which book did you choose? Which school are you studying? Which of these bags is yours? Which route should we take?
Whose	To ask about possession . It is used before a noun to ask about the owner of something.	<ul style="list-style-type: none"> Whose book is this? Whose shoes are these? Whose car is parked outside?
Who	To be used as the subject of a sentence or clause.	<ul style="list-style-type: none"> Who is coming to the party? Who are joining the basketball team?
Whom	To be used as the object of a verb or preposition.	<ul style="list-style-type: none"> Whom did you invite to the party? To whom did you give the gift?

Relative Pronouns

Relative pronouns are words that introduce dependent clauses and relate them to the noun or pronoun preceding them. In complex sentences, they act as connectors between the *main clause* and the *subordinate clause*.

The following sentence shows a main clause and a subordinate clause (relative clause) by using the relative pronoun 'who'.

Main Clause			Subordinate Clause ¹		
Subject	Verb	Object	Relative pronoun	Verb	Object Complement
Alex	is	the boy	who	is	good at sports.

¹ =Relative Clause

The most common relative pronouns are ‘who’, ‘whom’, ‘whose’, ‘which’ and ‘that’. Below are their usages:

Relative Pronoun	Usage	Example
Who	It is used to refer to people. It can be a subject or an object in the relative clause.	The woman who lives next door is a doctor.
Whom	It is used as an object pronoun for people.	The professor to whom I spoke is very knowledgeable.
Whose	It shows possession and is used to refer to people and things.	The book whose pages are torn is mine.
Which	It is used to refer to things or animals. It can be a subject or an object in the relative clause.	The car which is parked outside belongs to my brother.
That	It can refer to both people and things. It is commonly used in defining relative clauses ² .	The dog that barks all night keeps me awake.

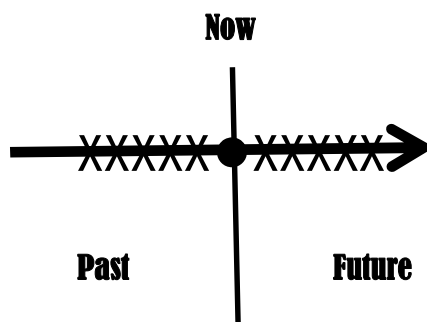
² Defining relative clause provides essential information. Without such additional information, the sentence does not make sense or lacks clarity.

Present Simple Tense

The simple present tense is a grammatical tense used to describe actions that are habitual, general truths, or regular occurrences.

USAGE

It is commonly used to express facts, routines, schedules, and general statements.



FORMATION

a. **Present Simple Tense with auxiliary verb 'do/does'**

Affirmative

Subject + base form of the verb + Rest of Sentence

1. **First Person, Second Person, Plurals**

I		
You		
We		
They	<i>live</i>	in Hong Kong.
My parents		
John and Mary		

2. **Third Person Singular**

He		
She		
It	<i>lives</i>	in Hong Kong.
My grandfather		
Alice		

Negative

Subject + do/does not + base form of the verb + Rest of Sentence
--

I You We They My parents John and Mary	<i>do not</i> (don't)	eat fruits and vegetables.
He She It My grandfather Alice	<i>does not</i> (doesn't)	

Question (Yes/No Answer)

Do/Does + subject + base form of the verb + Rest of Sentence?

<u>Question</u>			<u>Answer</u>	
<i>Do</i>	I	eat fruits and vegetables?	Yes, I do.	No, I don't.
	you		Yes, you do.	No, you don't.
	we		Yes, we do.	No, we don't.
	they		Yes, they do.	No, they don't.
	my parents		Yes, they do.	No, they don't.
	John and Mary		Yes, they do.	No, they don't.
<i>Does</i>	he		Yes, he does.	No, he doesn't
	she		Yes, she does.	No, she doesn't
	it		Yes, it does.	No, it doesn't
	my grandfather		Yes, he does	No, he doesn't
	Alice		Yes, she does.	No, she doesn't

Question Words (Q & A)

Question word + do/does + subject + base form of the verb + Rest of Sentence?

Question Word	Question	Answer
What	What <i>does</i> your mother usually have for breakfast?	She usually has milk, egg and sausage for breakfast.
Where	Where <i>does</i> your father work?	My father works in a pharmacy.
When	When <i>does</i> your father watch television?	He watches television in the evening from 9 until about 11.
Why	Why <i>does</i> your mother sleep so late?	My mother sleeps late because she has a lot of housework to do.
Who	Who <i>does</i> your sister often play with?	My sister often plays with my mother.
Which	Which movie <i>do</i> you like to watch this evening?	I like to watch "The Strong Man with White Clothes" this evening.
How	How <i>do</i> you make a pizza from scratch?	To make a pizza from scratch, I need to mix flour, water, yeast, and salt to make the dough, then add my favourite toppings and bake it in the oven.
How much	How much <i>does</i> that shirt cost?	It costs \$300.
How often	How often <i>do</i> you exercise?	I exercise three times a week.
How many	How many students <i>do</i> you have in your class?	I have 30 students in my class.
How long	How long <i>does</i> it take to drive from Kennedy Town to Chai Wan?	It takes about forty-five minutes.

b. Present Simple Tense with 'Be' (am/is/are)

Affirmative

Subject + Verb 'be' + Rest of Sentence

1 st Person Singular	I	<i>am</i>	hungry.
3 rd Person Singular	He	<i>is</i>	
	She		
	It		
	John		
	My father		
2 nd Person Singular	You	<i>are</i>	
1 st , 2 nd , 3 rd Person Plural	We, You, They, My parents		

Negative

Subject + Verb 'be' + not + Rest of Sentence

1 st Person Singular	I	<i>am not</i> (ain't ¹)	hungry.
3 rd Person Singular	He	<i>is not</i> (isn't)	
	She		
	It		
	John		
	My father		
2 nd Person Singular	You	<i>are not</i> (aren't)	

Interrogative

Verb 'be' + Subject + Rest of Sentence?

a) Yes/No Answer

<u>Question</u>			<u>Answer</u>	
<i>Am</i>	I		Yes, I'm.	No, I'm not.
<i>Are</i>	you		Yes, you're.	No, you aren't.
	we		Yes, we're.	No, we aren't.

¹ It's worth noting that "ain't" is considered informal and is often associated with nonstandard or dialectal usage. It is frequently used in spoken language and informal writing but may not be appropriate in formal or academic settings.

<i>Is</i>	they	happy?	Yes, they're.	No, they aren't.
	my parents		Yes, they're.	No, they aren't.
	John and Mary		Yes, they're.	No, they aren't.
	he		Yes, he's.	No, he isn't.
	she		Yes, she's.	No, she isn't.
	it		Yes, it's.	No, it isn't.
	my mother		Yes, she's.	No, she isn't.

b) Question Words (Q & A)

Question Word + Verb 'be' + Rest of Sentence?

Question Word	Question	Answer
What	What <i>is</i> your favourite book?	My favourite book is " David Copperfield " by Charles Dicken.
Where	Where <i>is</i> the nearest post office?	It is two blocks away.
When	When <i>is</i> your birthday?	My birthday is on the 15th of October .
Why	Why are <i>you</i> late for the meeting?	I am sorry because there was heavy traffic on the way .
Who	Who <i>is</i> your best friend?	My best friend's name is Yeung Wing Tim .
Which	Which book <i>is</i> this?	It is a Primary 5 textbook .
Whose	Whose book <i>is</i> this?	This is my book.
How	How <i>are</i> you?	I am fine , thank you.
How much	How much <i>is</i> it?	It is \$100 per dozen.
How many	How many books <i>are</i> there on the shelf?	There are 24 books on the shelf.
How high	How high <i>is</i> the aeroplane flying?	It can fly to 30,000 metres high .
How tall	How tall <i>is</i> the IFC Tower?	It is 200 metres tall.

How far	How far <i>is</i> it from your home to your school?	It is a little more than 1 kilometre .
How heavy	How heavy <i>is</i> that suitcase?	It is about 2lbs .
How long	How long <i>are</i> you usually at the gym in the mornings?	I'm usually at the gym for about an hour in the mornings.

c. **Key Differences between 'BE' (am/is/are) and 'DO/DOES'**

- The verb 'be'(am/is/are) is used to describe identity, states, and characteristics in the present simple tense.
- The auxiliary verb 'do/does' is used to form the present simple tense for all verbs in negative statements and questions.

Verb "be"	Used to describe identity, states, and characteristics.	Affirmative	They are students.
		Negative	She is not tired.
		Interrogative	Is he your brother?
Auxiliary verb "do/does"	Used to form the present simple tense for all verbs.	Negative	He doesn't like vegetables.
		Interrogative	Do they play soccer?

WHEN TO USE PRESENT SIMPLE TENSE

<u>Nature</u>	<u>Sentence</u>
Facts and General Statements	1. The earth revolves around the sun. 2. Cats are mammals.
Routines and Habits	1. I wake up at 7am every morning. 2. She brushes her teeth twice a day.
Schedules and Timetables	1. The train departs at 8 pm. 2. The store opens at 9 am.
Permanent Situations	1. He lives in New York City. 2. They own a dog.
Verbs of Perception and Mental States	1. I see what you mean. 2. She believes in ghosts.

TIME WORDS AND EXPRESSIONS

Adverbs of Frequency	always, usually, often, sometimes, frequently, regularly, rarely, seldom occasionally, hardly, ever, never	<p>I always drink a cup of coffee in the morning.</p> <p>They usually go for a walk in the park after dinner.</p> <p>He often visits his grandparents on weekends.</p> <p>Sometimes, we have pizza for dinner.</p> <p>She frequently attends yoga classes.</p> <p>We regularly check our emails.</p> <p>He rarely watches television.</p> <p>Seldom do I eat fast food.</p> <p>Occasionally, they go to the movies.</p> <p>I hardly ever stay up late.</p> <p>They never miss their morning jog.</p>
Other Time Expressions	Every day /week /month /year, on weekends, in the morning /afternoon /evening, etc.	<p>They have dinner together every Sunday.</p> <p>My mother visits her grandparents on weekends.</p> <p>My father goes to work at 8 o'clock in the morning.</p>

Adjectives + Preposition

Adjective + Preposition	Meaning	Example
afraid of	fearful of	There are many wild animals in the forest but Tony <i>is</i> not afraid of them.
angry with	upset with	She <i>was</i> angry with her brother for breaking her favourite toy.
bad at	not proficient in	I'm bad at playing the piano.
bad for	detrimental to	Eating too much sugar is bad for your health.
capable of	able to	My son <i>is</i> capable of earning a living by himself now.
disappointed with	let down by	He <i>is</i> disappointed with his exam results.
fond of	affectionate toward	I'm always very fond of my parents.
free of	devoid of	Persons over 60 <i>are</i> free of charge.
full of	filled with	The jar is full of candies.
good at	skilled in	I'm good at solving puzzles.
good for	beneficial for	Eating fruits and vegetables is good for your health.
kind with	compassionate towards	My parents teach me to be kind with other people.
late for	arrived tardy for	She was late for the meeting.
made of	composed of	Biscuits are made of milk and butter.
mean to	unkind to	They were mean to their classmates.
mean with	stingy with	She is always mean with money.
nice to	kind to	She was nice to her new neighbour.
pleased with	satisfied with	My mother is pleased with my exam results.
similar to	bear resemblance to	The two paintings are similar to each other in style.
used for	utilized for	The hammer is used for driving nails into wood.

Verb + Preposition

PHRASAL VERB	MEANING	EXAMPLE SENTENCE
aim at	target	These exercises aim at training your brain in calculating figures.
aim to	target to	The organization aims to provide clean drinking water to remote villages.
arrive at	reach	The plane will arrive at the Hong Kong airport in midnight.
arrive in	reach	Last month, they arrived in Hong Kong and started looking for a job.
break into	intrude	The burglars managed to break into the jewellery store and steal valuable items.
carry out	execute	The team successfully carried out the coaches' plan.
collided with	crashed into	The car collided with a tree during the heavy rainstorm.
come back	return	What time will you come back ?
come up	arise	His divorce did not come up in our conversation.
count on	rely on	I'm counting on you to finish the project before the deadline.
cut down	fell	Don't cut down the trees in the forest.
cut in	interrupt	It's impolite to cut in when someone is talking.
cut off	disconnect	The electricity was cut off because my parents forgot to pay the bill.
deprive of	strip	Why should you work so hard and deprive yourself of free time pleasure?
drop out of	withdraw from	After struggling with the coursework, he ultimately dropped out of college.
eat in	dine at home	My mother asked me to come back home earlier and eat in tonight.
eat out	dine out	My son likes to eat out , and seldom comes home to eat.
eat up	finish off	Eat all these up . I still have a lot.
find guilty of	convict	The thief was found guilty of theft for stealing in the supermarket.
find out	discover.	When did you find out about the accident?
flow away	drain	The water from the overflowing bathtub began to flow away down the drain ¹ .
focus on	concentrate on	The professor's lecture will focus on the impact of climate change on coastal ecosystems.
get into	engage in	She decided to get into painting as a hobby and started attending art classes.
get over	recover from	It took me one month to get over the Covid-19.

¹ Down the drain is an idiomatic expression that means something is being wasted, lost, or squandered

get tired of	become weary of	I get tired of eating the same food every day.
get to	arrive at	Sorry, I've to get to school right now.
give away	donate	The kind old man decided to give away his collection of books to a local library.
give of	contribute	She gives of her time to help the poor.
give out	distribute	The teacher is giving out notes to students.
give up	surrender	Always don't give up .
glance at	peek at	I only had the time to glance at the newspaper.
go back	return	When did your English teacher go back to England?
go on	happen	What's going on ?
go out	extinguish	The lights went out around ten.
hand over	transfer	Hong Kong was handed over to China in 1997.
keep up	maintain	You must keep up the good work.
leave behind	abandon	The boy was left behind in the hospital by his mother.
live on...in...	reside	I live on High Street in Sai Ying Poon District.
laugh at	ridicule	They laughed at his silly joke.
look after	care for	My grandma is too old that I must look after her at home.
look down on/upon	scorn	That rich second generation always looks down upon the poor.
look for	search for	She's looking for a new flat closer to her workplace.
look forward to	anticipate	I look forward to <i>going</i> on vacation next week.
look into	investigate	The principal is looking into the fake exam paper.
look up	find	I always look the difficult word up in the dictionary.
pass out	faint	The heat was unbearable, and he passed out during the outdoor concert.
pay off	reward	Your efforts will eventually pay off .
pick up	fetch	Can you pick me up at the airport next Monday?
point at	indicate	She pointed at the bird in the sky.
point out	highlight	The teacher pointed out the most important pages.
prefer to	favour	I prefer travelling by train to by airplane.
protest against	oppose	The public protested against the new policy.
quarrel over	argue about	My grandpa and grandma always quarrel over small things.
run into	encounter	I ran into my English teacher in Botanic Garden yesterday.
run out of	exhaust	We ran out of milk, so I need to go to the supermarket.
stay at	lodge in	We decided to stay at a cosy bed and breakfast during our vacation.
stop...from...	prevent	Nothing can stop her from worshipping the God.

think over	consider	Before you make any decision, think it over .
try on	test out	Paul's mother asked Paul to try those sport shoes on .
turn off	shut off	Remember to turn off the computer before you leave.
turn on	switch on	When I come home, I usually turn on the air conditioner.
turn up	crank up	Please turn up the radio. I can't hear anything.
work out	exercise	My father works out in the gym every day.

Comparative and Superlative Adjectives

1. One-syllable adjectives ending in consonant, add –er/est, e.g.

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
cheap	cheaper	cheapest
clean	cleaner	cleanest
cold	colder	coldest
cool	cooler	coolest
dark	darker	darkest
deep	deeper	deepest
fast	faster	fastest
few	fewer	fewest
great	greater	greatest
high	higher	highest
kind	kinder	kindest
light	lighter	lightest
long	longer	longest
near	nearer	nearest
new	newer	newest
short	shorter	shortest
shy	shyer	shyest
slow	slower	slowest
small	smaller	smallest
soft	softer	softest
strong	stronger	strongest
sweet	sweeter	sweetest
tall	taller	tallest
tough	tougher	toughest
warm	warmer	warmest
young	younger	youngest

2. Two-syllable adjectives ending in consonant, add –er/est, e.g.

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
clever	cleverer	cleverest
narrow	narrower	narrowest
quiet	quieter	quietest

3. One-syllable adjectives ending in a vowel and consonant, double the consonant, then add –er/est, e.g.

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
big	bigger	biggest
fat	fatter	fattest
hot	hotter	hottest
slim	slimmer	slimmest
thin	thinner	thinnest
wet	wetter	wettest

4. One-syllable adjectives ending in –y, usually change –y +*ier/iest*, e.g.

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
angry	angrier	angriest
busy	busier	busiest
dirty	dirtier	dirtiest
dry	drier	driest
early	earlier	earliest
easy	easier	easiest
friendly	friendlier	friendliest
funny	funnier	funniest
happy	happier	happiest
heavy	heavier	heaviest
merry	merrier	merriest
noisy	noisier	noisiest
pretty	prettier	prettiest
salty	saltier	saltiest
skinny	skinnier	skinniest
tidy	tidier	tidiest
ugly	uglier	ugliest

5. One or two syllable adjectives ending in –e, usually –r/st, e.g.

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
close	closer	closest
large	larger	largest
late	later	latest
nice	nicer	nicest
safe	safer	safest
simple	simpler	simplest

6. Most adjectives with more than one syllable, use “more/most” or “less/least”, e.g.

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
attractive	more attractive	most attractive
	less attractive	least attractive
beautiful	more beautiful	most beautiful
	less beautiful	least beautiful
boring	more boring	most boring
	less boring	least boring
careful	more careful	most careful
	less careful	least careful
common	more common	most common
	less common	least common

confident	more confident less confident	most confident least confident
crowded	more crowded less crowded	most crowded least crowded
dangerous	more dangerous less dangerous	most dangerous least dangerous
delicious	more delicious less delicious	most delicious least delicious
difficult	more difficult less difficult	most difficult least difficult
excited	more excited less excited	most excited least excited
exciting	more exciting less exciting	most exciting least exciting
expensive	more expensive less expensive	most expensive least expensive
famous	more famous less famous	most famous least famous
fashionable	more fashionable less fashionable	most fashionable least fashionable
frightening	more frightening less frightening	most frightening least frightening
hardworking	more hardworking less hardworking	most hardworking least hardworking
important	more important less important	most important least important
interesting	more interesting less interesting	most interesting least interesting
outgoing	more outgoing less outgoing	most outgoing least outgoing
pleasant	more pleasant less pleasant	most pleasant least pleasant
popular	more popular less popular	most popular least popular
relaxing	more relaxing less relaxing	most relaxing least relaxing
serious	more serious less serious	most serious least serious
stressful	more stressful less stressful	most stressful least stressful
stylish	more stylish less stylish	most stylish least stylish

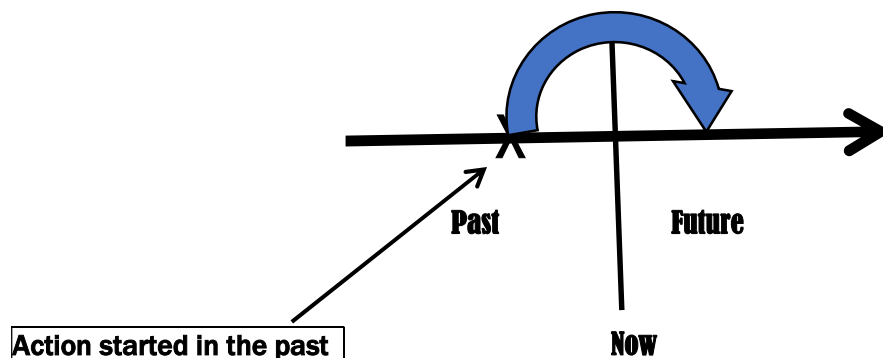
7. Irregular comparative and superlative adjectives

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
bad	worse	worst
far	farther/further	farthest/furthest
good	better	best

little	less	least
many	more	most
much	more	most
old	older/elder	oldest/eldest
well	better	best

Present Perfect Tense

The present perfect tense is used to describe actions or events that started in the past and continue up to the present moment, or that have just recently been completed.



FORMATION

It is formed with the present tense of the verb “**to have**” and the **past participle** of the main verb.

A. Affirmative statements:

Subject + has/have + past participle + rest of sentence

Example:

- I **have** already **eaten** breakfast.
- You **have** just **hurt** me.
- We **have** recently **bought** a new car.
- They **have** **heard** this news in the meeting.
- Paul and Mary **have** **married** for two years.
- He **has** **made** a mistake.
- She **has** **travelled** to many different countries.
- It **has** **rained** for the whole day.
- Alan **has** **worked** very hard for the coming exam.
- The cat **has** **broken** the vase.

B. Negative statements:

Subject + has/have + not + past participle + rest of sentence

Example:

- I **have not** yet **finished** my homework.
- You **have not** **shut** the door.
- They **have not** **seen** the new movie.
- We **have not** **heard** from Mary.
- Sunny and Jean **have not** **returned** yet.

- He **has not seen** a newspaper today.
- She **has not attended** school since last week.
- It **has not rained** for two months.
- Peter **has not learned** anything.

C. Yes/No questions:

Has/have + subject + past participle + rest of sentence?

Question			Answer	
Have	you	had dinner yet?	Yes, I have just had dinner.	No, I have not had dinner yet. ¹
	I	paid the fee already?	Yes, I have already ² paid the fee.	No, I have not paid the bill yet.
	we	had PT lesson?	Yes, we have had PT lesson.	No, we have not had PT lesson.
	your parents	come back?	Yes, they have just come back.	No, they have not come back yet.
	Alan and Mary	ever ³ been to Japan?	Yes, they have been to Japan several times before.	No, they have never ⁴ been to Japan.
Has	he	read the book yet?	Yes, he has already read the book.	No, he has not read the book yet.
	she	called you back?	Yes, she has called me back.	No, she has not called me back.
	it	eaten all the vegetables?	Yes, it has eaten all the vegetables.	No, it has not eaten all the vegetables.
	my mother	joined the committee?	Yes, she has joined the committee recently.	No, she has not joined the committee.
	John	left ?	Yes, he has just left.	No, he has not left yet.

D. Question word questions:

Question word + has/have + subject + past participle + rest of sentence?

Question Word	Question	Answer
What	What has Mary told you?	Mary has told me that <i>her mother has recently passed away.</i>

¹ "Yet" is used in question or negative sentences.

² "Just / already" are used in positive sentences.

³ We put "ever" after the subject.

⁴ We use "never" in negative sentences

Where	Where has your sister gone ?	My sister has gone to <i>Canada</i> .
When	When have you finished your project?	I have just finished it.
Why	Why have John and Lily adopted someone else's children?	They have adopted someone else's children <i>because they can't have children themselves due to an illness</i> .
Who	Who has taken my coat?	<i>Your mother</i> has taken your coat.
How long ⁵	How long have they been married?	They have been married <i>for two years</i> .
How many ⁶	How many times have you been to Italy?	I have been there <i>twice</i> .
How much	How much money have you deposited for renting this flat?	I have deposited 50,000 dollars, which will be deducted from the rental.

WHEN TO USE PRESENT PERFECT TENSE

Usage	Explanation	Example
Continuous actions	When we want to talk about actions that started in the past, are still ongoing, and may continue into the future	It has rained for the whole day.
Unspecified time in the past	When we want to talk about an action or event that happened at an unspecified time in the past and is still relevant in the present.	I have never visited Shanghai.
Recent past	When we want to talk about something that happened in the recent past but doesn't have a specific time reference.	She has just finished her homework
Experience	When we want to talk about experiences in our life	I have travelled to many countries.
Accomplishments	When we want to talk about achievements or accomplishments.	He has written three books.
Actions with present results	When we want to talk about an action that occurred in the past but has a result or impact on the present	I have lost my keys.

⁵ 'How long' is used to ask for the length of a period of time

⁶ 'How many' is used to ask for time frequency

TIME WORDS

The present perfect tense is often used with time words such as *already, just, yet, for, since, ever, never*.

Time Words	Explanation	Example	
already	To indicate that an action has been completed before the expected time or before another action.	positive	I <i>have</i> already finished my homework.
		question	<i>Have</i> you already seen that movie?
just	To indicate that an action was completed very recently, or a very short time ago. It's similar to 'already'.	positive	I <i>have</i> just finished my homework.
		question	<i>Has</i> he just left?
yet.	To indicate that an action has <u>not</u> been completed up to the present moment, or to ask if an action has been completed or not.	question	<i>Have</i> you seen that movie yet ?
		negative	She <i>hasn't</i> finished her homework yet .
for	To talk about a period of time, such as minutes, hours, days, months, or years.	positive	I've lived in Hong Kong for five years.
		question	For how long <i>have</i> you lived in Hong Kong?
		negative	They <i>haven't</i> travelled abroad for a year.
since	To talk about the beginning time of an action or event. It is followed by a specific point in time, such as a particular year, month, day, or time and has continued up until now.	positive	I've lived in that flat since 2012.
		question	<i>Has</i> he studied hard since he failed his exam last year?
		negative	We <i>haven't</i> had a vacation since last summer.
ever	To inquire about whether or not a specific experience or action has occurred at any time up until the present moment.	question	<i>Has</i> she ever been to Japan? ⁷
never	To talk about a specific experience or action that has never occurred.	negative	She <i>has</i> never been to Japan. ⁸

⁷ We use "ever" in questions and "never" in negative answers.

⁸ This emphasizes that the speaker has not been to Japan in her life.

Distinguish among 'already', 'just' and 'yet' in Present Perfect Tense

The words 'already', 'just', and 'yet' are adverbs of time which are commonly used in present perfect tense to convey different aspects of time and completion.

	Usage	Positive Sentence	Question	Negative Sentence
already	<ol style="list-style-type: none"> It indicates that an action or event has occurred before the present time or earlier than expected. It emphasizes completion before the present moment. 	<p>I <i>have</i> already <i>finished</i> my homework.</p> <p>(This means the homework is completed before the present moment or earlier than anticipated.)</p>	<p><i>Have</i> you already <i>finished</i> your homework?</p> <p>(This asks whether your homework has been completed at the present time)</p>	
just	<ol style="list-style-type: none"> It talks about an action or event happened a very short time ago. It is typically placed before the main verb. 	<p>Her daughter <i>has</i> just <i>arrived</i> home.</p> <p>(This implies that her daughter arrived home only a short time ago, almost immediately before now.)</p>	<p><i>Has</i> her daughter just <i>arrived</i> home?</p> <p>(The speaker wants to confirm whether her daughter has recently reached home.)</p>	
yet	<ol style="list-style-type: none"> It expresses an event that is expected to happen or be completed, but has not happened or been completed by the present moment. It is used in NEGATIVE SENTENCES or QUESTIONS and is typically placed at the end of the sentence. 		<p><i>Have</i> they <i>finished</i> their project yet?</p> <p>(This asks whether the project has been completed at the present time.)</p>	<p>They <i>haven't</i> <i>finished</i> their project yet.</p> <p>(The project has not completed up to the present time. This implies that their project is still expected or awaited.)</p>

Distinguish between ‘since’ and ‘for’ in Present Perfect Tense

The usage of “for” and “since” in the Present Perfect Tense helps indicate the duration or starting point of an action or situation. Here’s the difference in their usage:

	for	since
Usage	1. It talks about the <i>duration</i> of an event that started in the past. 2. It is followed by a period of time (e.g. hours, days, months, years).	1. It indicates the <i>starting point</i> of a past event that continues up to the present moment. 2. It is followed by a specific point in time (e.g. a date, a month, a year, a specific moment).
Question	How long <i>have you been</i> a runner?	
Answer	I have been a runner for five years. (This means the person started being a runner five years ago but it doesn’t say whether the person is still a runner at present.)	I have been a runner since 2019. (This means the person started being a runner in 2019 and is currently a runner.)

‘Ever’ and ‘Never’

We use ‘ever’ and ‘never’⁹ in present perfect questions and answers to inquire about experiences or events that have occurred at any time in a person’s life up until the present moment.

I. Asking Questions with ‘Ever’

The word ‘ever’ is used in present perfect questions to inquire about whether or not a specific experience or event has occurred at any time up until the present moment.

Structure:

Has/Have + subject + **ever** + past participle + rest of sentence?

II. Answering Questions with ‘Never’

To answer questions with ‘ever’ in the present perfect tense, we can use a simple ‘yes’ or ‘no’ response. When responding with ‘no’, we should use the word ‘never’ to express the negative aspect.

Structure:

Yes, subject + have/has.

No, subject + have/has + **never** + past participle + rest of sentence.

⁹ ‘ever’ and ‘never’ are also adverb of time

Examples

<u>Question</u>	<u>Answer</u>
Have you ever travelled to Europe?	Yes, I <i>have</i> . No, I <i>have never travelled</i> to Europe.
Have you ever climbed a mountain?	Yes, I <i>have</i> . No, I <i>have never climbed</i> a mountain.
Has she ever visited New York City?	Yes, she <i>has</i> . No, she <i>has never visited</i> New York City.
Have they ever sung karaoke?	Yes, they <i>have</i> . No, they <i>have never sung</i> Karaoke.

III. Questions with Question Word and Answer

<u>Question Words</u>	<u>Question</u>	<u>Answer</u>
What	What is the most exciting thing you have ever done?	The most exciting thing I have ever done was skydiving from a plane.
	What have you never tried before but are curious about?	I have never tried scuba diving before, but I am quite curious about it.
When	When have you ever felt the happiest in your life?	I felt the happiest in my life when I graduated from the university.
	When did you realize you had never been to that place before?	I realized I had never been to that place before when I woke up from the dream.
Where	Where have you ever travelled that you never want to go back to?	I have once travelled to North Korea, but I never want to go back there.
	Where have you never been, but always wanted to visit?	I have never been to Japan, but I have always wanted to visit and explore its rich culture and history.
How	How have you ever managed to overcome a fear you thought you would never conquer?	I managed to overcome successfully my fear of public speaking by gradually exposing myself to speaking opportunities and practising extensively.
	How have you never learned to do that particular skill?	I have never learned to play a musical instrument, and it's something I regret not pursuing.
Why	Why ever have you agreed with him?	I have occasionally agreed with him on certain topics because he presented compelling arguments

		and evidence to support his perspective.
	Why have you never pursued that dream you've always had?	I have never pursued that dream because life circumstances and responsibilities made it difficult for me to prioritize it.
Who	Who have you ever met that you never want to see again?	I have met an extremely rude and disrespectful woman at a social event, and I never want to see her again.
	Who have you never encountered, but you wish you could meet?	I have never encountered Dr Yeung, a renowned scientist whose work I greatly admire, and I would love the opportunity to meet and learn from him.
How many times	How many times have you ever been to Europe, including the UK?	I have been to Europe several times, but I have never been to the UK.

Verb Forms

English verbs (infinitives) have five forms:

1. **Base form:** The base form of the verb remains unchanged in a sentence. It is primarily used in the present tense when the subject is not the third person singular, after a modal verb, or in other situations where the original form of the verb is required according to grammar rules.
2. **Present tense third person singular form:** This form is used in the present tense when the subject is the third person singular.
3. **Past tense:** This form is primarily used in the simple past tense.
4. **Present participle:** This form is mainly used in the progressive (continuous) tense or other situations specified by grammar such as adjective and gerund.
5. **Past participle:** This form is primarily used in the perfect tense or other situations specified by grammar such as adjective.

The formation of the present simple verb (**third person singular**) is shown in the table below:

Change in the Verb Ending	Example
Most verbs, add +s	help → helps read → reads
Verbs ending in <i>ch</i> , <i>sh</i> , <i>s</i> , <i>x</i> or vowel <i>o</i> , add +es	do → does fix → fixes pass → passes push → pushes teach → teaches
Most verbs ending with a "consonant plus y", change y to i and add +es	study → studies try → tries
Verbs ending in <i>ay</i> , <i>ey</i> , <i>oy</i> or <i>uy</i> , add +s	buy → buys say → says

The **present participle** is composed of the base form of the verb plus *+ing*. The rules are as follows:

Change in the Verb Ending	Example
Most verb, add +ing	look → looking try → trying
Verbs ending with a "silent e", remove the <i>e</i> and add +ing	dance → dancing write → writing
Short verbs ending in "vowel letter + a consonant letter" first double the consonant at the end of the word, then add +ing.	begin → beginning run → running sit → sitting swim → swimming
Verbs ending in "-ie", change <i>ie</i> to y and add +ing	die → dying lie → lying

The **past tense** and **past participle** of verbs are mostly formed by adding “*ed*” to the base form of regular verbs. The rules for **regular verbs** are as follows:

Change in Verb Ending	Example
Most verbs, add +ed	help → helped play → played turn → turned watch → watched work → worked
Verbs ending with a silent "e", add +d	love → loved serve → served
Verbs ending in a "consonant +y", y becomes i, and add +ed	study → studied try → tried
Short verbs ending in a "vowel letter + a consonant letter", double the consonant and add +ed ¹	beg → begged stop → stopped

The **past tense** and **past participle** of irregular verbs have their own special conjugations and do not follow a set pattern. There are certain patterns for forming past tense, but there is no consistent pattern for forming the past participle. Always remember that each irregular verb has its own unique form, which we need to memorize individually. The following table attempts to suggest some specific patterns:

Past Tense	Change the vowel	get → got give → gave
	Change the consonant	make → made send → sent
	Change the letter combination of eep to ept	keep → kept sleep → slept sweep → swept
	Change the whole verb	bring → brought take → took
	No change	cost → cost put → put
Past Participle	I. Change from present tense verbs	
	Present tense verb ending in “-e”, add +en	be → been
	Present tense verb ending, add +n	know → known grow → grown see → seen
	Present tense verb ending in “-e”, add +n	chose → chosen draw → drawn

¹ When the last syllable of a verb is not stressed, we do not usually double the final consonant when adding *-ed*, e.g. visit → visited

		drive → driven give → given rise → risen shake → shaken take → taken wake → waken
	II. Change from past tense verbs	
	Past tense verb ending in “-e”, add +n	broke → broken froze → frozen stole → stolen
	Past tense verb ending in “-re”, change to “-rn”	tore → torn wore → worn
	Past tense verb ending in a vowel followed by a single consonant, doubling the final consonant before adding “-en”	bit → bitten forgot → forgotten hid → hidden
	III. Change the whole word	begin → began → begun do → did → done drink → drank → drunk fly → flew → flown go → went → gone lie → lay → lain ring → rang → rung sing → sang → sung sink → sank → sunk swim → swam → swum
	IV. No change	cost → cost → cost put → put → put

In memorising irregular verbs individually, you may follow the guidelines below:

- AAA (present tense, past tense and past participle are all the same)
- AAB (present tense and past tense are the same, but the past participle is different)
- ABA (the present tense and past participle are the same, but the past tense is different)
- ABB (past tense and past participle are the same)
- ABC (present tense, past tense and past participle are all different)

Infinitive		Present participle	Past Tense	Past participle
1st & 2nd person (base form)	3rd person singular			

+ed				
act	acts	acting	acted	acted
allow	allows	allowing	allowed	allowed
answer	answers	answering	answered	answered
appear	appears	appearing	appeared	appeared
ask	asks	asking	asked	asked
borrow	borrows	borrowing	borrowed	borrowed
button	buttons	buttoning	buttoned	buttoned
call	calls	calling	called	called
check	checks	checking	checked	checked
clean	cleans	cleaning	cleaned	cleaned
collect	collects	collecting	collected	collected
comb	combs	combing	combed	combed
complain	complains	complaining	complained	complained
contact	contacts	contacting	contacted	contacted
cook	cooks	cooking	cooked	cooked
cross	crosses	crossing	crossed	crossed
develop	develops	developing	developed	developed
disappear	disappears	disappearing	disappeared	disappeared
download	downloads	downloading	downloaded	downloaded
enjoy	enjoys	enjoying	enjoyed	enjoyed
explain	explains	explaining	explained	explained

greet	greet	greeting	greeted	greeted
guess	guesses	guessing	guessed	guessed
harm	harms	harming	harmed	harmed
help	helps	helping	helped	helped
interview	interviews	interviewing	interviewed	interviewed
iron	irons	ironing	ironed	ironed
join	joins	joining	joined	joined
jump	jumps	jumping	jumped	jumped
look	looks	looking	looked	looked
miss	misses	missing	missed	missed
need	needs	~	needed	needed
open	opens	opening	opened	opened
order	orders	ordering	ordered	ordered
pack	packs	packing	packed	packed
perform	performs	performing	performed	performed
pick	picks	picking	picked	picked
play	plays	playing	played	played
point	points	pointing	pointed	pointed
post	posts	posting	posted	posted
publish	publishes	publishing	published	published
rain	rains	raining	rained	rained
relax	relaxes	relaxing	relaxed	relaxed
remember	remembers	~	remembered	remembered
return	returns	returning	returned	returned
row	rows	rowing	rowed	rowed
scratch	scratches	scratching	scratched	scratched
seem	seems	~	seemed	seemed
shout	shouts	shouting	shouted	shouted
start	starts	starting	started	started

stay	stays	staying	stayed	stayed
surf	surfs	surfing	surfed	surfed
swell	swells	swelling	swelled	swelled
talk	talks	talking	talked	talked
turn	turns	turning	turned	turned
upload	uploads	uploading	uploaded	uploaded
vacuum	vacuums	vacuuming	vacuumed	vacuumed
visit	visits	visiting	visited	visited
wait	waits	waiting	waited	waited
walk	walks	walking	walked	walked
want	wants	~	wanted	wanted
wash	washes	washing	washed	washed
widen	widens	widening	widened	widened
wonder	wonders	wondering	wondered	wondered
wound	wounds	wounding	wounded	wounded
yell	yells	yelling	yelled	yelled

+d				
agree	agrees	~	agreed	agreed
arrive	arrives	arriving	arrived	arrived
close	closes	closing	closed	closed
continue	continues	continuing	continued	continued
dance	dances	dancing	danced	danced
hope	hopes	hopping	hopped	hopped
injure	injures	injuring	injured	injured
invite	invites	inviting	invited	invited
like	likes	~	liked	liked
live	lives	living	lived	lived
message	messages	messaging	messaged	messaged

prepare	prepares	preparing	prepared	prepared
receive	receives	receiving	received	received
recite	recites	reciting	recited	recited
recycle	recycles	recycling	recycled	recycled
share	shares	sharing	shared	shared
surprise	surprises	surprising	surprised	surprised
tie	ties	tying	tied	tied
use	uses	using	used	used
welcome	welcomes	welcoming	welcomed	welcomed

y → ied

cry	cries	crying	cried	cried
carry	carries	carrying	carried	carried
fly	flies	flying	flied	flied
hurry	hurries	hurrying	hurried	hurried
reply	replies	replying	replied	replied
study	studies	studying	studied	studied
tidy	tidies	tidying	tidied	tidied
try	tries	trying	tried	tried

b\d\g\l/p\r\t + bed\ded\ged\led\ped\red\ted

beg	begs	begging	begged	begged
chat	chats	chatting	chatted	chatted
compel	compels	compelling	compelled	compelled
drop	drops	dropping	dropped	dropped
hop	hops	hopping	hopped	hopped
kid	kids	kidding	kidded	kidded
omit	omits	omitting	omitted	omitted
prefer	prefers	preferring	preferred	preferred

rob	robs	robbing	robbed	robbed
shop	shops	shopping	shopped	shopped
stop	stops	stopping	stopped	stopped
travel	travels	travelling	travelled	travelled

c→ked

picnic	picnics	picnicking	picnicked	picnicked
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A~A~

A			A	
must	~	~	must	~

A~B~

A			B	
will	~	~	would	~
can	~	~	could	~
shall	~	~	should	~
may	~	~	might	~

AAA

A			A	A
cost	costs	costing	cost	cost
cut	cuts	cutting	cut	cut
hit	hits	hitting	hit	hit
hurt	hurts	hurting	hurt	hurt
let	lets	letting	let	let
put	puts	putting	put	put
read	reads	reading	read	read
set	sets	setting	set	set

shut	shuts	shutting	shut	shut
spread	spreads	spreading	spread	spread
upset	upsets	upsetting	upset	upset

ABA				
A			B	A
become	becomes	becoming	became	become
come	comes	coming	came	come
overcome	overcomes	overcoming	overcame	overcome
run	runs	running	ran	run

ABB				
A			B	B
bring	brings	bringing	brought	brought
build	builds	building	built	built
burn	burns	burning	burnt	burnt
buy	buys	buying	bought	bought
catch	catches	catching	caught	caught
dig	digs	digging	dug	dug
dream	dreams	dreaming	dreamt	dreamt
feed	feeds	feeding	fed	fed
feel	feels	feeling	felt	felt
fight	fights	fighting	fought	fought
find	finds	finding	found	found
get	gets	getting	got	got
hang	hangs	hanging	hung	hung
have	has	having	had	had
hear	hears	~	heard	heard

hold	holds	holding	held	held
keep	keeps	keeping	kept	kept
kneel	kneels	kneeling	knelt	knelt
leap	leaps	leaping	leapt	leapt
learn	learns	learning	learnt	learnt
leave	leaves	leaving	left	left
lend	lends	lending	lent	lent
lose	loses	losing	lost	lost
make	makes	making	made	made
mean	means	meaning	meant	meant
meet	meets	meeting	met	met
pay	pays	paying	paid	paid
rebuild	rebuilds	rebuilding	rebuilt	rebuilt
say	says	saying	said	said
sell	sells	selling	sold	sold
send	sends	sending	sent	sent
shine	shines	shining	shone	shone
shoot	shoots	shooting	shot	shot
sit	sits	sitting	sat	sat
sleep	sleeps	sleeping	slept	slept
slide	slides	sliding	slid	slid
smell	smells	smelling	smelt	smelt
spell	spells	spelling	spelt	spelt
spend	spends	spending	spent	spent
spill	spills	spilling	spilt	spilt
stand	stands	standing	stood	stood
stick	sticks	sticking	stuck	stuck
sting	stings	stinging	stung	stung
sweep	sweeps	sweeping	swept	swept

swing	swings	swinging	swung	swung
teach	teaches	teaching	taught	taught
tell	tells	telling	told	told
think	thinks	thinking	thought	thought
throw	throws	throwing	threw	thrown
understand	understands	understanding	understood	understood
win	wins	winning	won	won

ABC				
A			B	C
be (am)	is/are	being	was/were	been
begin	begins	beginning	began	begun
bite	bites	biting	bit	bitten
blow	blows	blowing	blew	blown
break	breaks	breaking	broke	broken
choose	chooses	choosing	chose	chosen
do	does	doing	did	done
draw	draws	drawing	drew	drawn
drink	drinks	drinking	drank	drunk
drive	drives	driving	drove	driven
eat	eats	eating	ate	eaten
fall	falls	falling	fell	fallen
fly	flies	flying	flew	flown
forget	forgets	forgetting	forgot	forgotten
forgive	forgives	forgiving	forgave	forgiven
freeze	freezes	freezing	froze	frozen
give	gives	giving	gave	given
go	goes	going	went	gone
grow	grows	growing	grew	grown

hide	hides	hiding	hid	hidden
know	knows	knowing	knew	known
lie	lies	lying	lay	lain
mistake	mistakes	mistaking	mistook	mistaken
rewrite	rewrites	rewriting	rewrote	rewritten
ride	rides	riding	rode	ridden
ring	rings	ringing	rang	rung
rise	rises	rising	rose	risen
see	sees	~	saw	seen
shake	shakes	shaking	shook	shaken
show	shows	showing	showed	shown
sing	sings	singing	sang	sung
sink	sinks	sinking	sank	sunk
speak	speaks	speaking	spoke	spoken
steal	steals	stealing	stole	stolen
swim	swims	swimming	swam	swum
take	takes	taking	took	taken
tear	tears	tearing	tore	torn
throw	throws	throwing	threw	thrown
undo	undoes	undoing	undid	undone
wake	wakes	waking	woke	waken
wear	wears	wearing	wore	worn
write	writes	writing	wrote	written

AAB				
A			A	B
beat	beats	beating	beat	beaten

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